

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

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THIS NUMBER



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## The Catholic School Journal

A Magazine of Educational Topics and School Methods.

ISSUED THE FIRST OF EACH MONTH, SEPTEMBER TO JUNE INCLUSIVE.

Entered at the Postoffice at Milwaukee, Wis. as "Second-class" mail matter.

**TERMS:** The price of The Journal is one dollar per year for all subscriptions in the United States and Insular Possessions, Canada and Mexico. For all other countries in Postal Union, \$1.20 per year.

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**MANUSCRIPTS:** The Journal is always pleased to receive articles from experienced workers in the field of Catholic education. One of the original purposes in establishing the magazine was to give Catholic school teachers a medium for the exchange of views and experiences. If you have ideas or suggestions that you think will be of value to your fellow-workers, do not hesitate to send them to The Journal.

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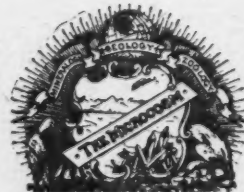
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- 30 T.—Alphonsus Rodriguez. Eutropla.
- 31 W.—Wolfgang, B. Amplatus. Vigil.

"The singing of hymns," says a Catholic educator, "is very useful in the work of education. It prepares the souls of children to receive divine grace and disposes them for prayer. But these effects will be produced only when the singing is properly executed. It must be done softly, and the movement must be neither hurried nor drawing. Singing hymns is an aid to recollection, and becomes a prayer if attention is paid to the meaning of the words."

\* \* \*

We are what our ideals make us. Ideals are always greater than deeds. The teacher who has realized his ideal school is not much of a teacher; the poet can only produce a fragment of his possible poem; a painting is a compromise of the ideal picture. The ideal is the work of a master; the deed the work of an apprentice. Adaptation is nature. "Every man's work is born with him." Teachers are born teachers, then made masters through training and experience.

\* \* \*

Teaching school is hard work; keeping school an easy job; training children to think requires energy, purpose and culture; stuffing children with text-book facts does not require either energy, purpose or culture. Almost any one can tell pupils "how to work the sums" in a common school arithmetic, ask the questions found in a catechism or geography, listen to pupils recite the text of a history and watch pupils imprison sentences in a diagram. No one who is content to remain in a state of rest can stimulate mental activity in others.

\* \* \*

Routine recitation hearing is machine teaching. It is comparatively easy work because it is comparatively

worthless work. Ideals, enthusiasm, conviction, and purpose are not bounded by set formulas; the soul of a leader cannot be imprisoned within a circle. A machine can never be more than a thing, however perfectly its parts are adjusted, and however smoothly it does its work. Success is organic. Leaders look within. Personal responsibility demands personal conviction.

## HAVE YOU HAD FIRE DRILL?

The winter months will soon be with us, and the danger of fires in school buildings greatly increased. If a fire occurs during school time, either in the school itself or in adjoining buildings, the chief danger arises either from panic among the children, or from the invasion of the premises by the parents and others outside. Direct danger is not to be feared when a school can be dismissed orderly and expeditiously. It is therefore very necessary that every class be made thoroughly familiar with some effective dismissal drill. Fire drill, at least once every three months, should be put to the test for the whole school simultaneously.

It is customary to have, for fire alarm purposes, a gong or whistle of unusual tone, that can be heard throughout the school. Teachers should have their classes instructed to recognize this signal without disorder. At a tap of the desk bell the whole class should stand, and at another tap the rows should file out at a quick pace. In large schools, where there is more than one staircase, the classes which are to go down each must be predetermined. The teacher should see that the whole class leaves the room, that none stop for books or wraps, for the purpose of the fire drill is to save lives, not property. In some places, to make sure that all escape, teachers are required to take the class register with them, and call the roll of the class after exit is made from the building.

## PHYSICAL CULTURE IN EDUCATION.

The physical welfare of the child is an important condition to all progress—spiritual or intellectual. When we reflect on the sedentary conditions of school life, and, indeed, of much of our modern industrial life, the necessity of cultivating the physical side of education becomes manifest. Hence the importance of the games, the plays, and the regular series of exercises by which the body is rendered graceful and symmetrical, and obedient to the commands of the will. Do not imagine that this culture is a matter of mere muscle-building. It helps to produce the citizen fit to turn his hand to every useful work. It subserves the welfare of the race and the happiness of the individual. The playground is a school of morality. "Muscles," says Stanley Hall, "are in a most intimate and peculiar sense the organs of the will. They have built all the roads, cities and machines in the world, written all books, spoken all words, and, in fact, done everything that man has accomplished with matter. If they



are undeveloped, or grow relaxed and flabby, the dreadful chasm between good intentions and their execution is liable to appear and widen. Character might in a sense be defined as a plexus of motor habits."

### GOOD LITERATURE IN THE GRADES.

In the new "Graded Course of Study," just issued by Supt. Pearse of the Milwaukee public schools, attention is called to the introduction of good literature in the grades. Brief surveys of the lives of a number of authors and study of some of their best writings is taken up in the several grades, as follows:

Beginning with Robert Louis Stevenson in the second grade, pupils pass on to Alice and Phoebe Cary in the third grade, Henry Wadsworth Longfellow in the fourth grade, John Greenleaf Whittier in the fifth grade, Oliver Wendell Holmes in the sixth grade, James Russell Lowell in the seventh grade, and Shakespeare in the eighth grade.

Through the grades practically the same plan is followed out. First a careful study of the biography of the author, his home, his friends, the times in which he lived, and the manners and customs of the people of those times. This is to be presented in a way suited to the age of the pupils. In the case of an author like Robert Louis Stevenson, his fine personal qualities, his kindness and courage should be pointed out. (For Catholics, Stevenson's strong defense and eulogy of Father Damien, the leper martyr of Molokai, is a matter of interest and importance.) Photographs of the authors, their homes, and pictures illustrating incidents in their lives will be found very helpful.

From this brief study of the life of the author, the class proceeds to the study of some of his best writings. These may be read to the class, and some of them committed to memory and recited—sometimes by the class in concert and sometimes by individual pupils. About one lesson a week is devoted to this study of literature. The plan, carried out consistently through the grades, is certain to give pupils a familiarity with the best authors, that will endure throughout life. Teachers will find Burton's "Literary Leaders of America" (published by the Chautauquan Press, Chautauqua, N. Y.) a very helpful little book for this work.

### THE USE OF BIBLE STORIES.

(Rev. Walter J. Shanley, Hartford, Conn.)

It is impossible in a grammar school course to deal with all narratives of Bible history. The teacher in the selecting material for this work should be guided by the rule: "Non Multa sed Multum," Not many things but much.

Some diocesan programs fix thirty or forty Bible stories a year. In some schools in Germany, Bible history is taught in concentric cycles from the lowest to the highest grade in Catechism. Knecht, who is an acknowledged authority, claims that the course should be so arranged that the children as they advance to higher grades, repeat the lessons heard in the lower grades.

In the arrangement, the Bible series of the New Testament should precede those of the Old Testament, because they are easier, and because it is more important that children should know first the life of our Lord, than the lives of the personages of the Old Testament. Furthermore, the New Testament enables them to learn quicker of the truths of the Christian religion and the meaning of the Christian festivals.

The best method is not the chronological order. At least for the lower grades the scripture history should be grouped round the central doctrines of our faith. This topical system demands that the same subjects be treated at the same time in the Bible history and Catechism class. In the upper grades, where a text book of Bible history is used, the chronological order is preferable.

### NOTED NAMES IN HISTORY MATERIAL FOR LANGUAGE LESSONS.

"Lives of great men all remind us,  
We can make our lives sublime;  
And, departing, leave behind us  
Footprints on the sands of Time."

—Longfellow.

Pupils cannot too early be familiarized with the names of the noted men and women who have been identified with the progress of the world. History, science, art and literature furnish abundant material for the development of lessons in Language, and also in Ethics.

Keep a list of such names upon the blackboard, adding to the list from time to time. If possible, present a picture as each one is studied, and request the pupils to try to find one also. Let them become familiar with the features as well as the name of each one.

Interesting talks may be held upon each, and the teacher may supplement the knowledge brought in by the pupils' private investigation. These biographical stories give a grand opportunity for enriching the moral nature and awakening the latent desire in each boy and girl to be something, and to be good for something.

We present herewith a suggestive list of noted Americans:

George Washington, John Quincy Adams, Washington Irving, Andrew Jackson, "Stonewall" Jackson, Abraham Lincoln, Robert E. Lee, Henry W. Longfellow, James Russell Lowell, Samuel F. B. Morse, James Monroe, Wendell Phillips, William Penn, Charles Sumner, Harriet Beecher Stowe, Eli Whitney, Daniel Webster, Oliver Wendell Holmes, Julia Ward Howe, Nathaniel Hawthorne, Henry Ward Beecher, William Cullen Bryant, Edwin Booth, Henry Clay, John C. Calhoun, John G. Whittier, Jefferson Davis, Stephen A. Douglas, Ralph Waldo Emerson, Thos. A. Edison, Benjamin Franklin, Cyrus W. Field, John C. Fremont, James A. Garfield, Horace Greeley, U. S. Grant, William McKinley, George Dewey.

For Catholic pupils the following names in American history are separated out for special attention:

Columbus, Magellan, De Soto, Marquette, Calvert, Champlain, Gallitzin, DeSmet, etc. Among statesmen: Charles Carroll, Thomas Fitz-Simons, John Lee, Chief Justice Taney, Dongan and Gaston; patriots, Barry, Moylan, Lafayette, Rochambeau, Kosciusko, Pulaski, Sheridan, Rosecrans; churchmen, Bishops Carroll, England, Cheverus, Neumann, Kenrick, Spalding, Hughes, McCloskey and Father Jogues (martyr); writers, Bishops Spalding and England, Cardinal Gibbons, John Gilmary Shea, Thomas D'Arcy McGee, Hewitt, Hassard, Brownson, Sadlier, Azarias and John Boyle O'Reilly. Other names of special significance to Catholics will occur to teachers in the course of the school work.

### ENGLAND'S TITLED NUNS.

Some of England's titled nuns are mentioned by T. P. O'Connor in an article incident to the recent conversion of Spain's new queen. The duke of Norfolk, says the article, has two sisters who are nuns: Lady Minna Howard belongs to the Carmelite Order, and Lady Etheldreda Howard is a Sister of Charity. Lady Edith Fielding, sister to Lord Denbigh, is another Sister of Charity, and cheerfully endures exile at a convent in China. Lady Maria Christiana Bandini, daughter of Lord Newburgh, is in a convent on the continent; Lady Frances Bertie, sister to Lord Abingdon, resides in a convent at Harrow; and Lady Leopoldina Keppel, sister to Lord Albemarle, is a nun of the Sacred Heart.

The Hon. Mary and Hon. Margaret Russell, daughters of the late Lord Russell of Killowen, are now nuns in the convent of the Holy Child at Mayfield, Sussex; and also the Hon. Violet Gibson, the daughter of Lord and Lady Ashbourne.

Miss Mary and Miss Edith Clifford, sisters of Lord Clifford of Chudleigh, are both nuns; Miss Ellen and

Miss Maria Ffrench, sisters of Lord Ffrench, are also nuns; Miss Leonie Dormer, sister to Lord Dormer, is a nun; and yet another religious is Miss Cicely Arundell, sister to the twelfth Lord Arundell of Wardour. Indeed, in several instances, whole groups of sisters are within the walls of convents. No fewer than four sisters of the present and fourteenth Lord Herries are nuns, as are three sisters of the present and fourteenth Lord Petre. One of these is a Sister of Charity, and the others belong to the order of the Good Shepherd, and reside in convents at Cardiff and Glasgow. And in bygone days there were four sisters of a dead and gone Lord Camoys, who had one and all taken the veil, but most of these ladies have now passed away.

There is only one member of any royal family in Europe who is in a convent, and who has actually taken the full vows of a nun. The lady in question is the widow of that Don Miguel of Brazil who ruled for several years over Portugal as its king, being eventually deposed and driven into exile in order to make way for his niece, Queen Maria Della Gloria, the grandmother of the present king. The royal nun is the superior of a convent of Benedictine nuns in the Isle of Wight.

### INCULCATING THE PRACTICES OF A RELIGIOUS AND MORAL LIFE.

(By Rev. Boniface Luebbeman.)

Unless the children preserve and cultivate by their own free activity the religious-moral life implanted in them, all the good impressions they have received from without will soon again vanish. It is of the greatest importance, therefore, to induce and lead them to renew these impressions frequently, and of their own accord.

To this end they must be convinced: (a) That religious truth is soon lost and rendered entirely inefficacious for man, unless he of his own accord preserves and cherishes it by frequent acts of faith, charity, etc. (b) Especially at such times when the pupils feel elevated and happy in their faith and pious sentiments, they should be made to appreciate the sadness of their lot if they forfeited all this again, and the certainty of losing it, unless they constantly cultivate these impressions. (c) The catechist should impress upon them that he may indeed, with the help of God, lead them by instruction and guidance to

faith and virtue, but that he is unable to preserve either for them; that this depends upon their own free will; that they must actively embrace and cultivate virtue. (d) He must point out to them that they will never fall into a mortal sin as long as they continue in their present good dispositions and resolutions, but that on the other hand all sin begins with neglect, and develops into forgetfulness of God and His holy will.

Upon such grounds he must constantly request his pupils to cultivate and develop their faith and the sentiments of faith. But this request must not be vague and indefinite, but made with reference to definite truths. Especially the main doctrines of Christianity should be recommended to constant practice. At the same time the catechist should point out the time and occasion when such acts should be made, v. g., at rising, retiring; at seeing the church, the crucifix; during labor, in temptation, in tribulation, etc. Furthermore, he ought to propose formulas to them, by means of which they may elicit such acts, texts, verses, etc., which they may have before learned from their catechism. Finally, it is essentially necessary constantly to ascertain by questions whether these directions are followed, and to direct the children to carry out these injunctions as a matter of conscience.

Besides renewing these impressions received in instruction, the children should be recommended to elicit such or to follow them up by their own effort, v. g., to attend religious instruction and religious exercises diligently and zealously; to read Christian books; to seek good companionship; to profit by daily occurrences, such as annoyances, sufferings, persecutions, etc.; to remember good admonitions, good advice, certain texts of Holy Writ, etc.

#### Practices of Exterior Religious-Moral Life.

The exterior life of pupils, no less than the interior, must receive the attention of the catechist. Those religious acts which refer to conduct in church, in school, at home, at labor, or during recreation, towards parents, teachers, brothers, and sisters, etc., should be no less cultivated by the child himself than interior religious acts. But above all it is of primary importance to convince the child that it is essential to Christian life to practice self-denial, and to direct him in this practice.

The catechist should therefore point out the occasions for such practice, the objects of mortification, and the manner of practicing it. He should teach the pupils how

### THE PSYCHOLOGY OF KINDERGARTEN OCCUPATIONS

A consideration of the psychological value of the different kindergarten periods and occupations is a matter of importance.

**Morning Circle.**—Psychologically the morning circle is valuable as being the period when exchange of feelings and ideas takes place. The social relationships are emphasized. Being the time of day when the child is freshest, attention and concentration can be demanded as at no other time, and creative expression expected and encouraged. The rhythmic exercises of the circle develop associative feelings. Attention is required and rhythms means bodily reaction. Too much of it, as in the case of handclapping, has a nervous reaction.

**March.**—The march involves feeling and ideas. It gives opportunity for the development of attention and imitation. It is first imitative, and later creative, being a preparation for dramatization. The marches in kindergarten should be playful, not gymnastic. Unity of action stands out very clearly in the march and makes for clearer images. The march affords excellent opportunity for the development and cultivation of the power of leadership.

**Table Work.**—The table work makes demands upon the creative powers, the intellect, the will. Attention, imitation, and through them the power of clear imaging, are some of the psychological activities called into play, as well as those of perception, association, judgment. This especially in gift work. Through occupation is afforded an excellent opportunity to clear up wrong impressions.

Motor and sensory experiences are both called upon, and in group experiences new stimuli are brought to the child.

**Games.**—Through the games the social element is most emphasized. This is indeed the fundamental idea of the games. The child is also most creative in games. The whole child, the whole self is given up to them. He is unified through absorption in the



idea. This gives physical freedom, which is the basis for mental freedom and activity. Undue competition must be avoided.

**Stories.**—The kind of stories to be told is a matter of the child's development. Dealing with the emotional side of the child's life they are the great accessories of imagery. They hold up to him the mirror of life. Care should be used as to the emotion the story-teller arouses. It is easy in this work to develop love, kindness, truthfulness and obedience in the child, as well as inculcating the elementary religious ideas. (The above illustration is from *Bronning's Magazine*. Copyrighted 1906 by Bronning, King & Co.)

they may and must control and overcome physical pleasure or pain, physical desire or aversion, v. g., in severe cold or heat; in hard labor; in difficult school tasks; in eating or drinking; in inclinations to anger, disobedience at rising in the morning, etc. He must teach them to control themselves in such circumstances, to conquer their inclination or disinclination, to rise cheerfully and speedily, to stop play at the sound of the bell, though the inclination to the contrary be great, to keep up courage and determination in difficult labors, etc.

There are many occasions during the year peculiarly adapted to suggest such exhortation to self-denial, v. g., the seasons of Lent and Advent. But such exhortation should not be limited to any particular season. On the other hand, the catechist must not demand too much of the child, and endeavor to facilitate such practices by appropriate means.

The first and foremost of these means, as indeed for all Christian virtue, is the grace of God. The children must therefore be instructed how they may by divine grace, and active co-operation with it, become good Christians.—(Manual of Catechetics.)

### SIMPLIFIED SPELLING.

President Roosevelt's public approval of the program of the Simplified Spelling Board has brought that movement to the attention of millions of people who had never heard of it before. In educational circles, however, the movement has been making rapid progress ever since the formal organization of which Brander Matthews is chairman began its propaganda from New York city, about a year ago.

Prior to August 1, the nine members of the New York Board of Superintendents had recommended the shorter forms for the New York schools and the board of education of Duluth, Minn., had adopted the same resolutions. Moreover, 242 superintendents of schools, including the state superintendents of Minnesota, New Mexico and North Dakota, had agreed to use the shorter forms. This does not include a similar ratification by Dr. Thomas F. Kane, president of the University of the State of Washington, which exercises a certain control over the schools of that state. Nor does it include more than two thousand heads of normal schools, principals and teachers, of whom there are more than 200 in New York City alone.

In 1898 the National Educational Association resolved to adopt such spellings as United States Commissioner of Education Harris should recommend. He, with two other educators, decided on a little experiment. The words altho, catalog, decalog, demagog, pedagog, prolog, program, tho, thoro, thorofare, thru, and thruout were recommended.

The various philological and educational societies have been at it ever since, and finally the reform crystallized in the Simplified Spelling Board, which in two months has the ear and the support of Andrew Carnegie, who gave \$15,000 a year for five years with which to start practical work of getting converts.

The 300 words now on the list of the reformers are words the changes in which will make no very great difference to the average reader or correspondent. An ordinary communication would not be so affected by their use that it would seem to be written in a new language. As new words are added from time to time after careful deliberation general reform in the spelling of the language will be gradually reached.

### The 300 Simplified Words.

Abridgment, accenter, accurst, acknowledgment, address, adz, affix, altho, anapest, anemia, anesthesia, anesthetic, antipyrin, antitoxin, apothem, apprise, arbor, archeology, ardor, armor, artizan, asize, ax.

Bans (not banns), bark (not barque), behavior, blest, blusht, brazen, brazier, bun, bur.

Caliber, caliper, candor, chapt, claspt, clipt, Clapt, clue, coeval, color, colter, comixt, comrest, comprize, confest, controller, coquet, criticize, cropt, crost, crusht, cue, curst, cutias, cyclopedia, carest (not caressed), catalog, catechize, center.

Dactyl, dasht, decalog, defense, demagog, demeanor, deposit, deprest, develop, dleresis, dlke, dlpt, discust, dispatch, distil, dis-

trest, dolor, domicil, draft, dram, drest, dript, droopt, dropt, dulness.

Ecumenical, edile, egis, enamor, encyclopedia, endeavor, envelop, eolian, eon, epaulet, eponym, era, esophagus, esthetic, esthetics, estivate, ether, etiology, exorcize, exprest.

Fagot, fantasm, fantasy, fantom, favor, favorite, fervor, fiber, fix, flavor, fulfil, fulness.

Gage, gazel, gelatin, gild (not guild), gipsy, gloze, glycerin, good-by, gram, gript.

Harbor, harken, heapt, hematin, hiccup, hock (not hough), homeopathy, homonym, honor, humor, husht, hypotenuse.

Idolize, imprest, instil.

Jail, judgment.

Kist.

Labor, lacrimal, lapt, lasht, leapt, legalize, license, licorice, litter, lodgment, lookt, lopt, luster.

Mama, maneuver, materialize, meager, medieval, meter, mist (not missed), mlter, mlxt, mold, molder, molding, moldy, molt, mullen.

Naturalize, neighbor, nifer, nipt.

Ocher, odor, offense, omelet, opprest, orthopedic.

Paleography, paleolithic, paleontology, paleozoic.

Paraffin, parlor, partizan, past (not passed), patronize, pedagog, pedobaptist, phenix, phenomenon, pigmy, plow, polyp, possess, predict, prenomem, prest, pretense, preterit, pretermitt, primeval, protest, program, prolog, propt, pur.

Quartet, questor, quintet.

Rancor, rapt (not rapped), raze, recognize, reconnoiter, rigor, rime, ript, rumor.

Saber, saltpeter, savior, savor, sceptor, septet, sepulcher, sextet, silvan, simitar, slpt, slthe, skilful, skipt, slipt, smolder, suapt, somber, specter, splendor, steadfast, stept, stopt, strest, stript, subpena, succor, sumft, sulfate, sulful, sumac, suppress, surprize, synonym.

Tabor, tapt, enzel, tenor, theater, tho, thoro, thorofare, thoroly, thru, thruout, tipt, topt, tost, transgest, trapt, tript tumor.

Valor vapor, vext, vigor, vizor.

Wagon, washt, whipt, whisky, wilful, winkt, wisht, woful, woolen, wrapt.

### A TALK TO THE CLASS ON GOOD MANNERS IN CONVERSATION.

(By a Brother of Mary.)

Our conversation is appropriate when it is suitable at all times, in all places, and in regard to all persons with whom we converse. To this effect we must observe the rules and correct forms that are customary in good society.

Be particular to give the persons addressed their proper titles. Thus, if you should ever have occasion to meet the Pope, address him as, Your Holiness, or Holy Father. To a cardinal say, Your Eminence; to an archbishop, Your Grace, and to a bishop, Your Lordship, or Right Reverend Bishop. Address a priest as Reverend Father, and a religious as Reverend Brother or Reverend Sister.

You would address the chief executive of our country as Mister President; a governor as, Your Excellency; a mayor as, Your Honor, or Mister Mayor, and a judge as, Your Honor.

When addressing a gentleman who has no special title, or whose rank or position is not known to you, address him as Mister. To a married lady say Madam or Mistress (pronounced Missis); to an unmarried lady say Miss.

When answering a question, do not merely say, "Yes," or "No," but add at least the name or title, as, "Yes, Reverend Father," or "No, Mrs. Smith." Try to accustom yourself to avoid answering with yes or no, by using a part of the question instead. Thus, when asked, "Did you go out?" answer, "I did, father," or "I did, mother."

When, having been addressed, you fail to understand, the form of inquiry should be, "Sir?" or "Madam?" or "Please?" or "I beg your pardon," or "Excuse me, what did you say, Mr. Jones?" Either one of these phrases, pronounced with the rising inflection, is considered good form.

When speaking of a parent, children under fourteen years of age may say, "My papa," or "My mamma," (with the accent on the last syllable). For those who have passed the age of fourteen, the proper form to use is "My father," or "My mother."

When speaking of a bishop or other dignitary, always use his full title. Do not say, "The bishop," etc., but "The Right Reverend Bishop."

Using pet names or nicknames when speaking of persons to whom we owe respect, is considered rude and unbecoming.



If, in conversation with a man, you have occasion to speak of his wife, do not say "Your wife," but rather, "Mrs. N.," or "Madam N." In speaking to her, say, "Mr. N.," and not "Your husband."

You may say to the parent of another, "Your son told me so;" however, in a similar case, say, "Miss N.," and not "Your daughter."

Be not too short or even snappish when offering or asking for anything. There are certain polite forms which you must learn to use from childhood. Thus, at table, you may say, "Allow me to help you to some fruit," or, at another occasion, "Permit me to assist you," or, "May I have the pleasure of?" or, "Will you kindly allow me to?" etc.

A request beginning with, "Will you please?" or, "May I ask you?" "Kindly hand me," "Will you be so kind?" etc., and uttered in a pleasant voice and with a smile, always meets a willing response. And then, a hearty "I thank you," or "Thank you very much," (never simply "Thanks") makes the one who grants the request feel happy for having caused you the pleasure.

The little polite phrases, "Pardon me," or "I beg your pardon," or "Please excuse me," will smooth away many a frown caused by your inattention or thoughtlessness.

It is an indication of tact and of regard for others to know when to say, "Pray, be seated," "Do not stand without your hat," "Do not rise, I beg of you," "Allow me to take your hat," and similar polite phrases that are proper on various occasions.

It is a very poor compliment to the intelligence of the person with whom we are speaking, if we constantly inquire, "Do you understand?" It is likewise offensive to the speaker to say, "If what you have said be true," for this might lead him to suspect that you consider him to be untruthful.

Above all, a Catholic will be careful to use appropriate language when speaking of God, of the Saints, or of holy things. Thus, he will not speak of "the Mass, Communion, the Sacrament of the Altar," but will say, "the Holy Mass, Holy Communion, the Most Blessed Sacrament of the Altar." He will not say, "Mary, or the Virgin, Peter, Francis," but "the Blessed Virgin," or "the Holy Mother of God, Saint Peter, Saint Francis," etc.

**Respectful.**—A second requirement of polite conversation is to be delicate and respectful in our utterances. Here, again, as in so many instances, we see that true politeness is a natural outgrowth of piety and religion. A true Catholic loves God, and keeps His commandments; he professes and practices his faith; he excels in respect toward the Church and her servants, the priests and religious, and in esteem for her teachings, dogmas, and means of grace. Accordingly, he will not allow himself any expression that might injure these feelings and sentiments. Banish, therefore, from your conversation, all disrespectful remarks against the Church, the Pope, or against any bishop, priest or religious.

Never speak lightly or mockingly of the Saints, of miracles, devotions, divine services, or devout practices. Avoid abusing the sacred texts of Holy Scripture, using them in a ludicrous or ridiculous manner.

It is likewise very unbecoming to exclaim, at every occasion, "God!" or "My God!" This would, moreover, be a sinful breach of the second commandment of God.

**Prudent.**—Season your conversation with the salt of prudence and discretion. It is the indication of a noble heart, and of a good character, two qualifications that entitle their possessor to the esteem and confidence of all good men.

Never reveal a secret that has been entrusted to your safe-keeping. It would be a sinful breach of confidence, that would merit dishonor.

In your conversation never speak on any subject that would annoy or offend any one of the company, or remind him of some fault or disagreeable occurrence of the past.

Be prudent and careful when speaking in the presence of strangers. You might, unknowingly, relate something

that would perhaps refer to some relative or friend of theirs, and thus they may become your enemies.

Never hint that you know something about others, which you dare not mention; saying, for instance, "I heard something about him that would surprise you, but I'll not tell." Such hints are offensive to the company, whom we do not deem worthy to know what we know.

Avoid impertinent questions, and never ask about things that do not concern you. Do not try, by asking repeatedly, to find out things that another does not wish to tell.

It is very rude and unmannerly to try to hear what others are saying in a private conversation. If you are in the company of several persons, and it becomes necessary to tell something private to one in particular, ask the company to be excused for a moment, and then let the communication be as brief as possible.

Beware of gossiping. It is a most detestable, and even a sinful habit. Never make known what you have heard or seen in the house of another, or in a private circle of friends. Before mentioning anything of this kind, let your charity and good judgment apply the test, which is to repeat only such things as would in no wise be disagreeable to the persons concerned, if mentioned in their presence.

**Modest.**—Modesty is a virtue by which we prudently distrust ourselves, and habitually give the preference to others, rather than take advantage of them. Modesty is, indeed, the surest means of gaining the esteem and sympathy of our fellow-beings, whilst the lack of it is most repulsive.

If you would acquire this amiable virtue, you must, in the first place, avoid speaking too much. When in company, be not the one who has "all the say." It is most unbecoming, and marks the "bore" in conversation; hence, such persons soon become tiresome talkers, and necessarily lose the esteem of their companions. Remember the words of Holy Scripture: "In a multitude of words there shall not want sin." (Prov. 10:19.)

The best rule to guide young people may be summed up in these few words: Be silent on topics you know nothing about; listen much, speak little, and always to the point.

Avoid pride and vanity in your conversation. Be not continually talking about Yourself, your acquirements, your family, or their fortune, the work that you have accomplished, or the plans of your future achievements. Avoid the constant use of "I, my and mine." "Keep your own affairs to yourself, and avoid meddling with other people's business," is a good rule to observe.

Should you have occasion to mention several persons, including yourself, name them in the order of dignity or age, and yourself last; thus, "My father, my brother, and I," or, "You, he, and I."

**Charitable.**—Our conversation will not be polite unless we have a charitable and kindly feeling towards our neighbor. Listen to the beautiful teaching of the Divine Word: "Out of the fullness of the heart the mouth speaketh." Again, the great apostle, Saint Paul, says: "If I could speak all the tongues of men and angels, but had not charity, it would avail me nothing."

The constant practice of charity, which is one of the most necessary requirements of polite conversation, is one of the most difficult accomplishments. Indeed, it requires much virtue, such as humility, self-control, and fortitude. On the other hand, it produces the most agreeable and most favorable effect. It elevates, rejoices, consoles, encourages and fortifies the soul, as the morning dew refreshes and reanimates the languishing rose, and retouches its paling tints with hues of warmth and brightness.

When any one asks a favor of you, charity will induce you to receive him with a kind word and a pleasant disposition, so that, even though it were not in your power to grant his request, he would not have occasion to be displeased at a refusal.

Avoid saying anything disagreeable or offensive, unless your duty obliges you to do so. Never call attention to any personal defect, to the looks, the color of the hair, the name or nationality, the manner of speaking, etc. On these points most people are very touchy, and easily take offense.

In company, never speak of any of those present in a manner that would tend to lower them in the esteem of others. On the contrary, acknowledge their good qualities, their merits, or their success, and try to introduce such subjects of conversation as will give them occasion to utilize their knowledge or talents with good effect.

Be careful, above all, when speaking of the absent, to observe the rule of Saint Augustine: "Of the absent, say nothing but what is good." In this connection we are forcibly reminded of the words of Saint James: "If any man offend not in words, the same is a perfect man."

Avoid criticising and fault-finding. Some disagreeable characters there are, who see nothing of the beautiful and praiseworthy in others, or if their attention be called to some point of excellence in another, they will disdain to give him credit. They will readily detect some fault, however trifling it may be, and will speak about this with visible pleasure and satisfaction. They do not realize that they are betraying their own base disposition and disagreeable character.

Children, above all, must avoid this impolite and sinful practice of finding fault with their parents, teachers, and other superiors. Rude and impolite pupils often delight in making fun of remarks, or of rules laid down by their teachers. They do not understand that such actions show their own stupidity and pride, that they offend God thereby, and give bad example to their companions.

A polite pupil will carefully avoid the company of those who try to find out the slightest faults of others, in order to belittle them in the eyes of their teachers, or of their companions.

Never allow yourself to joke with your superiors; this would show a want of reverence and respect. On the other hand, if any one allows himself a joke at your expense, have manners and virtue enough at least to say nothing and look pleasant.

Those who are always joking are generally hated. An innocent joke may please sometimes, but it is fatiguing and tiresome to hear one who is constantly trying to be witty.

Never jest about religion, or anything sacred, or about any case that is deserving of pity.

To mimic others is coarse and insulting. It may give amusement to ignorant and narrow-minded people, but it will never be acceptable in polite company.—(From "The Polite Pupil," by the Brothers of Mary, Dayton, O.)

#### SCRIPTURE TEXTS FOR CLASS USE.

Texts from "the written word of God" should have an important place in the religious teaching of the school. Our Holy Father, Pius X, and his predecessor, Leo XIII, strongly urged that Christians be taught to read the Scriptures with understanding and reverence. Pope Pius VI, in a letter to the archbishop of Florence, extolled the reading of the Scripture in the following words:

"Beloved Son: Health and Apostolic Benediction: You judge exceedingly well that the faithful should be incited to the reading of the Holy Scriptures; for these are the abundant sources left to everyone from which to draw purity of morals and of doctrine," etc.

By request we present herewith a list of passages selected by the diocesan school board of Baltimore to supply readings by the teacher at the opening of school each day. Explanations and questions on the lessons of the texts should follow the reading. Teachers giving ten to fifteen minutes each day to this work will be surprised at the results achieved in the course of a year or even a term.

#### From the New Testament.

1. On each Friday, read the Epistle and Gospel of the following Sunday.
2. Read each day from chapters 5, 6 and 7, of St. Matthew (Sermon on the Mount) until completed.
3. Read Our Lord's discourse and prayer for the Apostles after the Last Supper (St. John's Gospel 13, 14, 15 and 16 Chapters).
4. The discourse at Capernaum (St. John 6c from 48 to 70v).
5. The healing of the palsied man, soul and body. (St. Matthew 9c. 8 verses.)
6. The lesson of Christ to the twelve Apostles. (St. Matthew 14c. 42 verses.)
7. The parable of the sower. (St. Matthew 13c. 23 verses.)
8. The parable of the good seed. (St. Matthew 13c. from 24 to 36 verse.)
9. The parable of the pearl. (St. Matthew 13c. 45 to last verse.)
10. Explanation by Christ. (St. Matthew 13c. 36 to 45 verse.)
11. Lesson on humility, scandal, etc. (St. Matthew 18c. 1 to last verse.)
12. The parable of the laborers in the vineyard. (St. Matthew 20c. 1 to 17 verse.)
13. The parable of the marriage feast. (St. Matthew 22c. 1 to 14 verse.)
14. The last Judgment. (St. Matthew 24c. 15 to 35 verse.)
15. The parable of the ten Virgins. (St. Matthew 25c. 1 to 13 verse.)
16. The parable of the Talents. St. Matthew 25c. 14 to 3 verse.)
17. Christ's colloquy with the just and reprobate on the last day. (St. Matthew 25c. 31 to 46 verse.)
18. The indissolubility of marriage. (St. Mark 10c. 1 to 12 verse.)
19. The parables of the vineyard and husbandmen. (St. Mark 12c. 1 to 12 verse.)
20. The parable of the good Samaritan. (St. Luke 10c. 25 to 37 verse.)
21. The lesson against hypocrisy, etc. (St. Luke 12c. 1 to 48 verse.)
22. The parable of the supper. (St. Luke 14c. 16 to 24 verse.)
23. The parable of the lost sheep and the prodigal. (St. Luke 15c. 1 to 32 verse.)
24. The parable of the unjust steward. (St. Luke 16c. 1 to 9 verse.)
25. The parable of Dives and Lazarus. (St. Luke 16c. 19 to 31 verse.)
26. The parable of the Pharisee and Publican. (St. Luke 18c. 10 to 14 verse.)
27. The parable of the pounds. (St. Luke 19c. 12 to 28 verse.)
28. The marriage feast of Cana. (St. John's Gospel 2c. 1 to 10 verse.)
29. Christ discourses with Nicodemus. (St. John 3c. 1 to 21 verse.)
30. Christ discourses with the Samaritan woman. (St. John 4c. 1 to 31 verse.)
31. Christ heals the sufferer of thirty-three years. (St. John 5c. 1 to 47 verse.)
32. Christ prefaces the doctrine of the real presence. (St. John 6c. 48 to 70 verse.)
33. The parables of the door and the Good Shepherd. (St. John 10c. 1 to 20 verse.)
34. The raising of Lazarus from the dead. (St. John 11c. 1 to 45 verse.)
35. Peter heals the man born lame. (Acts 3c. 1 to 26 verse.)
36. Stephen's last words and martyrdom. (Acts 1c. 51 to 59 verse.)
37. Conversion and Baptism of the Eunuch by Philip. (Acts 8c. 27 to 40 verse.)
38. Conversion of St. Paul. (Acts 9c. 1 to 20 verse.)
39. Peter's deliverance from prison by an angel. (Acts 12c. 1 to 17 verse.)
40. The duties of husbands and wives. (Ephesians 5c. 22 to 33 verse.)
41. On the efficacy of faith with illustrations. (Hebrews 11c. 1 to 40 verse.)
42. Faith and good works. (St. James Epistle 2c. 1 to 26 verse.)

#### From the Old Testament.

1. The Archangel Raphael reveals himself to Tobias. (Tobias 12c. 1 to 22 verse.)
2. Sacrifice of Isaac by order of God stopped. (Genesis 22c. 1 to 18 verse.)
3. The martyrdom of the seven sons and mother. (Machabees 7c. 1 to 42 verse.)

#### HUMOR OF THE SCHOOL.

**A Knowledge of the Abstract.**—"What is an abstract noun, Nellie?" asked the teacher of a bright little girl. "Don't know," was the answer. "Well, it's the name of something you can think of, but can't touch. Now can you give an example?" "A red-hot poker," was the surprising and prompt reply.

\* \* \*

Such punishment as the institution allowed to be meted out were tried without any apparent effect upon a boy who was too garrulous in school, until at last the principal decided to mention the youngster's fault upon his monthly report. So the next report to his father had these words: "Vincent talks a great deal." Back came the report by mail, duly signed, but with this written in ink under the comment: "You ought to hear his mother."

# CONSTRUCTIVE WORK

## CONSTRUCTIVE WORK

EDWARD F. WORST, Principal Yale Practice School,  
Chicago Normal.

### FIRST GRADE

#### Cutting to Line

Very early in the work it has been found profitable to secure old seed catalogs, from which the various fruits and vegetables may be cut. Such lessons relate not only to the nature work for this season of the year but also give drill in cutting to line and afford excellent practice in the use of the scissors.

#### Cutting from Objects

Cutting from objects naturally follows the cutting to line. Place vegetables, fruits, birds, etc., before the pupils and have them cut from the objects.

#### Memory and Imaginative Cutting

Memory cutting follows the cutting from objects and following this the imaginative cutting, which is indispensable in the illustrative work.

The latter may be done in one-piece cutting, or it



Fig. C. may be done in sections and the different parts arranged to make up the picture. See Fig. C.

This is an excellent way to develop ideas of perspective.

#### Applied Art

The work in design should begin very early, since the designs made are to be applied to the finished exercises.

Colored pegs are convenient to have in this early design work. They may be arranged in various patterns upon the desk. Plane geometric forms of colored paper may be arranged in borders upon the desk. When a well-arranged border has been made by placing various shapes on the desk allow the pupils to paste same arrangement on paper. The geometric forms mentioned may be purchased of Thomas Charles, Wabash avenue, Chicago, at the rate of 15 cents per thousand.

#### Foldings

The work in foldings for the beginning first grade is simply a continuation of the work given last month.

#### First Cutting of Squares

The following foldings are still based upon the square. Give pupils rectangular pieces of paper. Without the use of the ruler fold the short edge of the paper diagonally so that it coincides with the same distance on the long edge. Cut away surplus paper. Unfold diagonal and the square remains. Do not fail to develop from the following exercises as much number and language as possible. It might be well to follow the questions on the box given in the September number.

The cube and a few exercises growing out of it, to

be made in connection with drawing, number and home interest occupations.

In Fig. 24 cut continuous lines and lay squares 1, 3 and 4 upon 2 and paste.

Fig. 25 shows a matchesafe.

For pockets use 6-inch squares.

To avoid too many thicknesses in ends cut away such parts of the squares 1, 2, 3 and 4 not used as paste flaps. See Fig. 25.

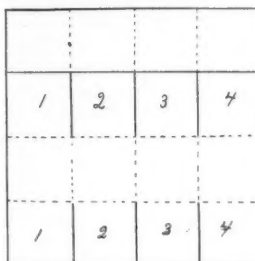


Fig. 24. Working model for cube

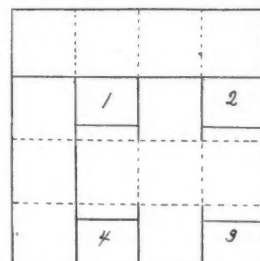


Fig. 25. Working model for matchesafe



Fig. 24. Completed

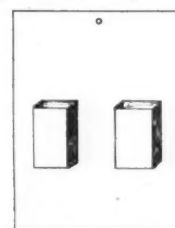


Fig. 25. Completed

From the cube may be made chairs, tables, boxes, go-carts, etc.

The wheels for go-carts may also be purchased of Thomas Charles Co. They are cut of stiff paper and may be had at a very low price. They may also be made by drawing around some circular object. To hold wheels in place use collar buttons such as are used in laundries.

#### SUGGESTIONS FOR SECOND GRADE

In giving an oral dictation to a class of pupils the blackboard should rarely if ever be used except when first beginning the work. When the teacher gives a direction and immediately turns to the board to illustrate the purpose of the oral dictation is lost.

#### Oral Dictation

Basket made in connection with story of Red Riding Hood. It is made of a light quality of bristol-board or a heavy manila paper.

Draw a rectangle 6 inches by 4 inches. Place rec-

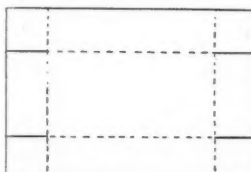


Fig. 26. Working model for basket

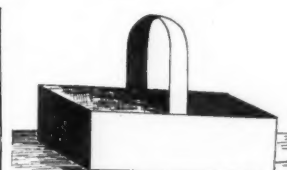


Fig. 26. Completed

tangle with 6-inch edge parallel with front edge of desk. The edge of the paper corresponding to the right hand is called the right edge and the opposite edge is called the left edge. The edge directly in front is called the front edge and the edge nearest the back of the seat directly in front of the one working is called the back edge. With this understanding the dictation may be continued.

On the right edge of the rectangle and one inch from the back right corner place a dot. Place a dot on the left edge opposite the one just placed and connect the



two by a straight line. On the left edge of the rectangle and one inch from the front left corner place a dot. Place a dot just opposite on the right edge and connect the two by a straight line. On the back edge of the rectangle and one inch from the back left corner place a dot. Place a dot opposite on the front edge and connect the two by a straight line. On the front edge of the rectangle and one inch from the front right corner place a dot. Place a dot just opposite on the back edge and connect the two by a straight line. See Fig. 26. The drawing shows a square in each of the four corners. Each square has four edges. Cut along the front edges of the squares in the back right and left corners and along the back edges of the squares in the front right and left corners.

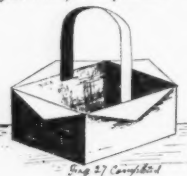
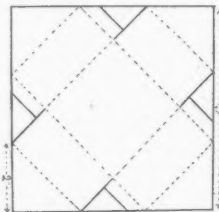
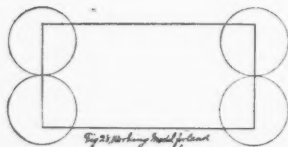
Score all lines to be creased with the back edge of the scissors, using the ruler as tho a line were to be drawn.

Fold into basket form with lines on the outside and paste inch squares on inside of basket. Such an exercise is one of the best in cultivating attention and accuracy. It gives the pupils the power not only to understand a simple direction but to follow it accurately.

Give several other exercises based on the above. Pupils should do exercises similar to the following independently:

Make a basket that when finished shall be 4 inches long, 3 inches wide and 1 inch deep.

Make a box that when finished shall be 3 in. by 2 in. by 2 in.



Do not omit the most excellent number work growing out of such exercises.

Place pattern drawing of Fig. 27 on blackboard and ask pupils to make a completed model.

Show pupils a completed exercise made by the teachers and ask them to make one like it. There must be variety in this work.

### THIRD GRADE

Continuation of the circle-maker.

Indian canoe. Made of ordinary drawing paper streaked with lead pencil or ink, as shown in completed object, to give it the appearance of birch bark.

Draw a rectangle 8 by 4 inches.

On the right and left edge and one-half inch from front and back corners place dots.

Using the dots as centers, describe a 3-inch circle at each corner as shown in drawing.

It might be well to mention here that when a 3-inch circle is called for one and one-half inches are used on the circle-maker. The diameter of the circle is always given, allowing the pupil to find the radius.

#### Number Work on Canoe

The rectangle is 8 inches on one edge; what is the length of the two long edges? The two short edges?

How much longer is the rectangle than it is wide?

The length is how many times the width?

The width is what part of the length?

What is the perimeter of the rectangle?

What is half the perimeter?

There are four 3-inch circles; what is the length of two of the diameters?

Draw a line equal to three of the diameters.

What is the radius of each circle?

Make another canoe that shall be half as large as the one first made. This is a most excellent problem for the pupils to work out for themselves. In another lesson they might be asked to make another canoe, doubling the dimensions of the first.

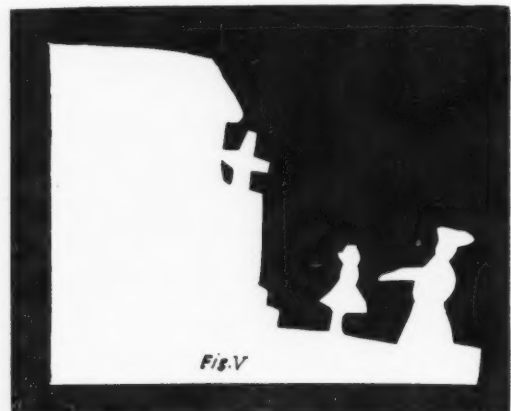
### AUTUMN PICTURES WITH THE SCISSORS

MISS OLIVE WILLS, Supervisor of Drawing,  
Manistee, Mich.

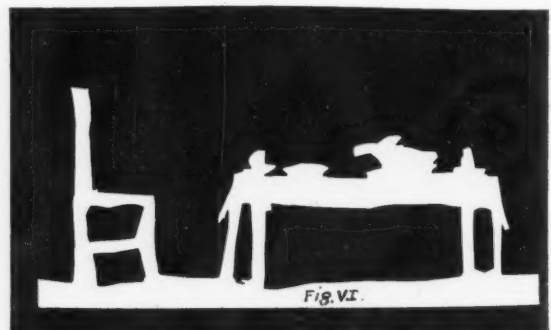
(The autumn scissors work, leading up to the subjects presented here, was published in the September number.—Editor The Catholic School Journal.)

Now we have our cellars filled with the rich harvest. All is stored away for the winter, and with all our hearts we are ready for Thanksgiving day.

Fig. V. is the picture of one little girl going to



church with her mother. With our small pieces of paper it is very hard to get the proportions right. We talk about the door being higher than the lady and the children are very much amused over others' mistakes, and then turn around and do the same thing. One



child, being corrected for making the door so small, replied that the church was farther away.

Fig. VI. is a Thanksgiving dinner. Jack Frost is here now, so we illustrate their song:

"Jacky Frost, Jacky Frost came in the night;  
Left the meadows that he cross'd  
All gleaming white;  
Painted with his silver brush  
Every window pane;  
Kiss'd the leaves and made them blush,  
Blush and blush again."

The children decided that Jacky Frost looked like a brownie, so Fig. VII. is one pupil's idea of him kiss-



ing the leaves. This was taken from a second grade room. All the other cuttings were taken from the first grade.

### A NOVEMBER CLASS CALENDAR

(See calendar on opposite page.)

FREDERICK WHITNEY, Director of Drawing, State Normal School, Salem, Mass.

(The October calendar, with plans for its making, was published in the September number.)

How long it would take to relate all the interesting events which history tells us have occurred in the month of November! The story-telling in the lowest grades, reading in the intermediate grades and literature, history and geography in the highest grades are prolific sources from which to draw illustrations for a calendar or any other illustrative work for this month.

If during the month of October we are spending an hour now and then in planning our November calendar we shall find no difficulty in selecting a subject, unless indeed the plethora of subjects suggested renders a choice difficult. We divine at once what the choice of the little people will be, so for this month I will tell how a fourth grade made theirs. It is shown in the accompanying illustration, and with it are shown some blackboard sketches and a number of pictures drawn by the children.

The sketches were made by the teacher when showing the children what an easy matter it is to draw a turkey. She first sketched a circle, then with the side of the



chalk indicated the feathers in the tail, wing, neck, etc., and lastly accented here and there with the side of the chalk for details.

A number of the children went to the board and at-

tempted to imitate what they had seen done, and of course with varying success. They then tried at their desks, using charcoal or pencil, and lastly they tried with brush and ink, and some excellent sketches were produced. Several of these are seen in the small illustrations and in the calendar decoration.

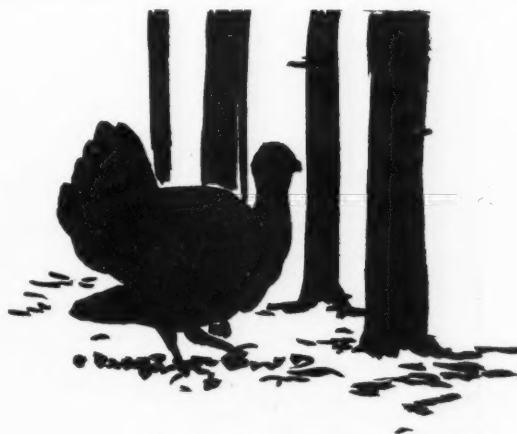
As stated in a previous article, none of this work in drawing is done without the use of stories, objects, pictures or animals, the drawing simply lending itself to the teacher and to the child as one means of expression, and a very important one it is. It becomes his vocabulary, which will be increased as the work in the grades continues until he expresses himself by this means quite as naturally as by the use of words.

This month we will try to add to this vocabulary the representation of grass, bushes, trees and turkeys, and a useful calendar is produced as a result.

After trying these sketches for a lesson or two the calendar was begun. The measuring, drawing of figures and letters and pasting were done as in previous lessons, and marked improvement was observed on the part of many of the children. This improvement was noticeable in other lines of work as well, and the change was appreciated by the grade teacher.

A large sheet of cardboard 22x28 inches was selected, and each child was given a sheet of white or light gray paper. The teacher then placed a similar sheet of paper before the class, covered it with water, and then proceeded to show the children how to wash in the sky and shrubbery or bushes with a little ink. This formed the background. When this had been done by the children the teacher washed a few vertical tree trunks across her sheet and the children then attempted to do the same.

The papers were then collected, new sheets were distributed and the children asked to make new back-



grounds and different woods. A variety of backgrounds was obtained, some with and some without perspective. Many of the most successful drawings were accidental, doubtless, but we get many a good idea by accident and stumble upon many a helpful hint.

The children's eyes were open and they selected the background having the best perspective and suggesting the best story.

The class then discussed how many turkeys should be drawn, whether they should be large or small, and where placed. They then made a number of sketches from memory, and each child cut out several and tried his ideas of arrangement. Several arrangements were presented to the teacher and a choice was then made for the calendar as shown in the illustration.

This calendar was the work of a fourth grade; but from this my readers will perceive that it yields suggestions for a great variety of helpful lessons.

Next month I will describe a December calendar and show you one made by some of my little people.

# NOVEMBER CLASS CALENDAR

(For Description See Opposite Page)







## STORIES FOR REPRODUCTION IN PRIMARY LANGUAGE CLASSES

EDITH M. PHEASBY, Primary Teacher, Brooklyn.

### SIMPLE STORIES OF CHILD LIFE

#### Baby's Mouse

"I can creep," said Baby. "Do you know what I did one day? Mamma left me sitting on the floor playing with my blocks.

"Soon I thought I'd like a cookie, so I crept up to the closet door. I pulled it open. Then I reached down into the cookie pail. I got hold of something soft and warm. Then I pulled out my hand and looked at it. How pretty it was!

"Soon I crept back to mamma. I held out my hand, but as I did so something jumped out upon the floor and ran away.

"Mamma laughed and laughed. Then she said, 'My baby can catch mice as well as any mouse-trap.'

#### A Picnic in the House

Teddie and Jim had planned to go on a picnic. They were very much disappointed when the day proved rainy.

"Never mind," said mother, "We'll have a picnic at home." So she filled the bath-tub with water and let the little boys sail their boats there.

After dinner they played circus. Mother built them a tent under the kitchen table. What a fine time they had!

When night came two sleepy little boys put their arms about mother's neck and whispered, "We had a good time even if it did rain, didn't we, mother?"

#### A Walk in the Woods

Jack and Rover are great friends. Jack says Rover is almost as good as a brother. They have fine times together.

One day they took a walk in the woods. The nuts were just beginning to fall from the trees. Jack gathered two bags full of them for mother. Dear old Rover helped too, as well as he could, for he carried home one of the bags in his mouth. Jack carried the other one.

Mother will use some of the nuts for Jack's birthday cake.

#### Lazy Jack

It was a hot summer day in the country. Jack had nothing to do so he wandered around in the fields. Soon he came to a little brook.

"Oh, brook, won't you play with me?" said Jack. "Not today," said the brook. "I have my work to do. I must water the fields."

Then a bee came buzzing by. "Oh, bee, please stop and play with me," said he. "Not today," said the bee. "I must gather honey from the flowers."

Jack saw a sparrow. "Pretty bird, please stay here and play with me," said he. "Not today," said the bird, "I must find some food for my babies."

"The brook, the bee and the bird are all working,"

thought Jack. "I guess I had better go home and work, too. I'll help mother get the dinner ready."

#### Playing by the Sea

One day Peter and Tom went to the sea-shore. Both boys had new pails and shovels.

They made sand cakes and sand pies. They built sand forts and houses and dug deep wells. The time passed so quickly they were surprised when mother told them it was time to go home.

When the boys started for home each one carried his pail filled with the nice clean sand.

Mother said they might put the sand in the back yard and have a make-believe sea-shore.

#### The Parade

We have a parade on our street every morning. Why, here come the soldiers now! How well they march!

Mary Jane is the grand leader. She waves the banner as she marches along. Of course it is only a napkin on a stick, but it makes a very fine banner. Willie cocks his paper soldier-hat as he plays upon the comb. Baby Johnnie beats the drum.

The soldiers march up and down the street until they are tired. Now they hear mother call them to dinner. How pleased they are!

#### Polly and Jip

One bright summer morning Polly took Jip out for a walk. They were trotting along pleasantly together, when suddenly Jip began to growl.

"What can be the matter with Jip?" thought Polly. Looking up she saw a little girl holding a kitten tightly in her arms.

"Oh, your dog wants to hurt my kitty," said the little girl, beginning to cry.

"Jip is very naughty," said Polly, "I'm very much ashamed of him. Now he will have to go home and stay indoors for being so rude."

#### Billy's Shoe-string

1  
Oh, dear me! What shall I ever do?  
The lamp's gone out,  
The string's in a knot;  
I can't untie my shoe!

2  
Oh, dear me! What in the world shall I do?  
I haven't a thing  
To cut the string,  
And I can't get off my shoe!

3  
Oh, dear me! I want a knife, or a light!  
If only I dared,  
And nobody cared,  
I'd just wear my shoe all night!

## FIRST-HAND STUDY OF THE SENTENCE

J. B. WISELY, State Normal School, Terre Haute, Ind.

(In his prefatory remarks in "An English Grammar" Professor Wisely makes the following statements, suggesting a method of teaching which is worthy of careful consideration. Teachers will do well to apply the suggestion in their teaching of grammar. Professor Wisely's book is just off the press of Atkinson, Mentzer & Grover, Chicago.)

There is no need of committing to memory any law or principle of language from a text-book. All the facts of grammar are embodied in the sentence, and the pupil may study them at first hand, just as he studies the flower in botany or the rock in geology. Should he forget the rule, he has only to examine a few sentences and restate it for himself. Nor is the teacher asked to accept a single statement in this book. Grammar is not a matter of authority; it is a thought subject,

and if the teacher's thought on the materials here presented should lead her to a different conclusion from that stated in a definition she should not hesitate to change the definition.

There is no need to tell the pupil that the flower has so many petals and so many sepals, or to send him to a book to read it, says the botanist; he can discover these facts for himself. Can he not also discover the uses of the substantive clause? If he is able to see that the fish has so many spines in the dorsal fin, why can he not see that the noun has gender, person, number and case? There is a close resemblance between this method of procedure in the language studies and that followed in the study of the natural sciences. True, no special laboratory, fitted up with tables, cases of instruments or bottles of reagents, is necessary. The real unit of the subject, the sentence, is the material upon which we work; the instruments are the minds of the pupils, constantly at hand and never in the way.

### HELPS IN TEACHING READING IN PRIMARY GRADES

MISS A. GRACE GIBSON, Model School, New York City  
Training School (N. E. A., 1905).

"Words, like window-panes, are things to look thru, not things to look at." Reading in the best sense is thought-getting, not word-accumulation. Hence the necessity of storing thought material in the child's mind and thus laying a foundation for reading. Otherwise reading may become an accurate expressing of words rather than a grasping of the content of the lesson. The less conscious the child is of words, in an analytic sense, the farther his little mind may travel with the person or object of which he reads. Thoughts thus secured may arouse others, and a whole train springs up and unfolds, if the simple lesson be untrammelled by phonetic drills, word-construction lessons, word analysis, etc. These things are altogether necessary, but they belong to the "shop," and should be dealt with at a distinct time, lest the child become conscious of the process and miss the aim of the lesson.

Reading should be the "holiday" when our little fellow goes out with his playmates on a pleasure trip, not in search of a vocabulary, but of ideas which may come to him thru the phrase, word or sentence. Ability to secure the idea makes a ready reader. Unconscious of structure, whether by word or picture or combination of these, he gleans the thoughts, and his mind becomes alive with them.

To this end drawing—the illustration of words, phrases and sentences—becomes of inestimable help to the beginner, especially in cramped city life, where the child's horizon is so narrowed by the tenements about him. So simple a thing as a nest on a branch is a foundation for a full page. Sketch the bird also, the eggs in the nest, or the baby birds. Allow one child to form a story (sentence). Let another read it. Keep the work free and the child's interest will be sustained. It was well said today that the word "Washington" was as easy to read as "Joe" if the interest was equal.

Phrases may be taught as a whole thru picture-making. Let us follow a few simple sketches: in the tree, on the branch, over the roof, thru the flowers, by the house, near the brook, etc. In this way a child becomes familiar with location, movement, direction, etc., and the phrase becomes a unit of thought as fully as an individual word may do so. The child may picture objects and write their names to impress new words.

Three steps may help the reading for beginners: (1) Conversations, nature and object-lessons, stories, rhymes, etc. (2) Convert these into reality by allowing the child to reproduce by word and picture. (3) Let the teacher put these into reading form by sentence and picture, allowing the child to read and reproduce, not in his own words, but in the form presented by the picture.

## SCHOOLROOM HINTS

### OCTOBER INSECT STUDY

#### The Bumble Bee

Material for observation is always abundant during the warmer months of the year, and only the simplest apparatus is needed. The young collector, who desires to learn something about the common insects needs only half-a-dozen fruit jars, with as many squares of cheese cloth to serve as covers; a few rubber bands, or pieces of twine, to keep them in place; a few small boxes to hold the living specimens collected; a few small bottles for aquatic insects, when such are sought for; perhaps a small forceps; and a needle mounted at the end of a thin stick. That is all that is required, and even that can be cut down so that only two or three fruit jars constitute the entire outfit. In extreme cases it is not necessary to have any outfit whatever; and if the young student has access to a garden, he can make his observations from day to day, and learn many facts that will prove both new and interesting to him.

There is no more interesting insect for easy examination than the honey bee, which is with us from the opening of the first dandelion in spring to the end of the last aster in fall. A bumble bee is better for ordinary study because of its greater size, but otherwise presents the same facts. First of all the insects should be observed on the flowers, and it will be seen that they do not only feed, but actually roll themselves, in the blossoms and become covered with the yellow pollen. Bees may usually be captured by putting the mouth of a bottle over the flower, allowing the insect to fly up, and then plugging the neck with cotton. Observations may then be made at leisure, and without danger of being stung. It will be seen that the pollen is held among the hairs partly by its viscid character, and partly by the structure of the hair which, examined under the microscope, is seen to be branched or compound. Large masses of pollen are sometimes observed on the outside of the hind legs, and the question arises: How did they get there? It is easy, even without a glass, to see the broad joints of the hind feet, with a curry-comb-like setting of spines, by means of which almost the entire body can be combed and all particles of pollen removed. So on the fore-legs there is an arrangement for cleaning the antennae, and altogether we have a beautiful example of adaptation for a special purpose. If the bottle in which the bee has been collected is a large one, the process of combing and cleaning may be generally seen after the insect has been in confinement for a few moments. If it is a bumble bee that is under examination, the head and mouth structures will be found interesting. The tongue is almost as long as the insect itself, and, as a matter of fact, it is the bumble bee only that can get out the honey in red clover, incidentally pollenizing that plant.—John B. Smith, Professor of Entomology, New Jersey State Agricultural College.

### THE FAIRY TALE AS READING FOR CHILDREN

Some hold that the fairy tales should not be used as reading matter for children. One says that it is not distinctly honest. It is the idealized form of the child's thought.

Garlick has given the following reasons for and against fairy tales:

For:

1. They are sources of pleasure and afford a stock of pleasant memories.
2. They create a love for reading.
3. They cultivate the imagination.

4. They help to cultivate the feeling. Every good fairy tale has an ethical purport.

5. They teach the children to believe in friendly tho invisible forces, and a mental attitude is found favorable to the reception of great religious truths.

6. They help the young soul to aim at a high ideal.

Against:

1. They are said to prevent and harm the imagination, being themselves the creatures of unbridled imaginations.

2. They give children false ideas of real life and so unfit them for their struggle in a matter-of-fact world.

3. The wicked uncle, the unkind stepmother, the well-specified characters of fairy life, often transmit a strong bias against their supposed prototypes in real life.

4. We have sufficient literature without them.

5. They appeared in an ignorant and superstitious age, were written for a superstitious people and were based on superstition, and are therefore very unsuitable for the present enlightened age.—Rose M. Libby in School Bulletin.

## HUMANE EDUCATION

MRS. FLORA HELM KRAUSE, Chicago.

### Aigrettes and Slingshots

Ladies, teachers, boys and girls, the fall and winter styles in hats are in evidence in shop windows and street parade. Birds' feathers are more in vogue than ever, especially the aigrettes, each one of which costs the life by starvation of a nest full of young song-birds because the feathers must be taken from the mother-bird when she is caring for the young.

In the interests of the humane department of The Catholic School Journal I tried to find out why it is that women use birds' feathers on hats. I started out to interview some of our society leaders on the matter. I talked with some very good authorities on the subject—that is, some very fashionable women. I succeeded in getting ten excellent reasons, and I now lay them before you for your reflection.

I report the first conversation in detail:

I called on Mrs. Jig-a-ma-rig, residing at 27 2-3 Lake Shore drive.

The butler admitted me and in a little while a lady in silk rustled down to me. I explained my errand and she replied:

"Well, now, let me see. Why do I wear birds' feathers? Well, I think it's because I do so love to have dead things about me. It makes me feel so lively."

"But, madam, do you realize," I said, "how these feathers are obtained?"

"Indeed, no," she replied; "I never thought anything about it."

So I explained to her that most birds are caught by traps. Sometimes these traps catch the bird by the foot or the throat or the wing in a very painful way. Sometimes they are caught in this way and hang dangling in the hot sun for days without food or water until the trapper comes for them. Even then the trapper is not going to the expense of feeding birds which are so soon to be killed anyway, so most of them die of starvation and thirst and the fever of their wound.

At other times birds are hunted with a gun; sometimes the shot only wounds the bird, and as it falls to the ground the dog brings it to the hunter.

Without taking the time or trouble to kill the bird, the hunter pulls off that part of the plumage he wants and throws the suffering bird away, and so here is another form of death by inches.

The society leader thought this was very interesting, and asked me to wait while she sent the maid for her "love of a bonnet" to show me.

It had on it a breast and a head of a bird, an aigrette,

two quills and a wing. I told her I thought it was "a dream," and came away.

That is a sample of my interviews. The rest were so like this I will only give their reasons for wearing feathers.

Answer 2.—"They are so expensive, and I dote on expensive things."

Answer 3.—"Everybody else wears 'em; you have to do what everybody else does. You might as well be dead as not in style."

Answer 4.—"I don't like to wear them but when I said so to the milliner she laughed at me. I don't like to be laughed at, so I said I had changed my mind and would take the expensive hat with the bird's breast on it."

Answer 5.—"If we didn't kill birds for our hats they would be singing around all the time, and their singing makes me tired."

Answer 6.—"I never thought anything about it. It makes my head ache to think."

Answer 7.—"What were birds made for if not to wear on our hats? I'm sure we are more important and more to be considered than just birds."

Answer 8.—"Just to give the members of the Audubon and Humane Societies something to do."

Answer 9.—"I wear dead birds on my hat because I can't bear to see them so happy."

Answer 10.—"Because I haven't anything else to do but be stylish."

I also had some interviews of a different character for the same interests. This time I did not visit fashionable ladies and society leaders. My later interviews were with the toughs and small kids who make life miserable in bird-city with the sling-shot. Because, now that the fall migration has begun, you may see the sling-shot in active evidence.

I had a curiosity to know just why boys enjoyed using this instrument of torture, so I asked a number of them. I got ten such good reasons I felt they ought to be passed along.

You will note that the reasoning of the hoodlums is, in a good many instances, very much like the reasoning of the fashionable feather-bearers.

The two lists of reasons make good parallels. The logic of one is well measured with the logic-gauge of the other.

I will give the first interview in detail:

"Come here, my little man. I see you have just shot at a bird with a slingshot. Now do you know that many birds that you shoot at are not killed but just wounded? Perhaps an eye is put out or a leg broken, or a wing. It gets away from you, but its strength soon gives out. It can not get food nor drink and at last dies a slow death of terrible torture. Knowing this, why do you use a slingshot?"

The young tough made a salute with his fingers twirling in the region of his nose and replied:

"Aw, go wan! What are ye givin' us? Ring off, central!"

Here are the ten reasons given:

Ans. 1. "Why do I use a slingshot? 'Cause teacher told me not to."

2. "'Cause the bird thinks he's so smart flyin' round; I just t'ought I'd show 'im I could fix 'im."

3. "'Cause I ain't got nuthin' else to do."

4. "Oh, it's fun to see things wiggle."

5. "'Cause it's 'gainst the law and maybe I kin git sent to the reform school. There ain't no other boys in our neighborhood kin git sent there 'ceptin' me."

6. "Aw, Shotsy Boostein he uses one, and I guess I'm good as he is."

7. "Why, birds was made for boys to shoot at. Why, if 'twasn't for birds we wouldn't need no slingshots."

8. "'Cause th'other boys'd say I was 'fraid-cat if I didn't."

9. "I don't think nothin' at all about it. All the boys do it."

10. "Aw, cut it out. You make me tired."



## Numbers & Arithmetic

### FACTORING AND MULTIPLES

G. C. SHUTTS, State Normal School, Whitewater, Wis.

The value of factoring in a course of study is too often underestimated. By means of it many processes in arithmetic and algebra can be abbreviated and much work can be done mentally that otherwise would require pencil and paper.

Skill in factoring depends upon a ready recognition of the factoring table. This table, unlike the addition and other tables, is not a definite set of processes, but its scope depends somewhat upon individual requirements. A table that ordinarily meets the needs of pupils is the analyses into two factors of each of the composite numbers from one to one hundred, of the squares of numbers from ten to sixteen and of the cubes of numbers from five to twelve; as,  $84 = 7 \times 12$ ,  $72 = 8 \times 9$ ,  $52 = 4 \times 13$ ,  $76 = 4 \times 19$ ,  $91 = 7 \times 13$ ,  $125 = 5 \times 25$ , etc. This table should be memorized just as thoroly as the addition or multiplication tables. The part of the table composed of the analysis of the products of the multiplication table, and by far the most valuable part, should be learned with that table in the third grade. It can be acquired while serving as an excellent drill in learning the multiplication table. During the fourth year the prime numbers from one to one hundred and the remainder of the factoring table, at least as far as above indicated, should be learned.

In factoring any number within the range of the table the pupil should at sight recognize two factors that produce the number, then the prime factors of these factors can be seen at once, as, in factoring 72, think factors 8 and 9, then  $2^3$  and  $3^2$ ; or 6 and 12, then  $2 \times 3$  and  $2^2 \times 3$ .

Various drill exercises tending to develop a quick recognition of prime factors of numbers should be given. Following are suggested some interesting ones:

(1) Take several composite factors, as  $28 \times 36 \times 42 \times 84 \times 72$ , and express the product in terms of prime factors and exponents, as  $2^{10} \times 7^3 \times 3^5$ . To get the result the pupil, in going from left to the right, counts the twos, as 2, 4, 5, 7, 10, and expresses the 10 factors two as  $2^{10}$ ; then the sevens, as 1, 2, 3, and expresses as  $7^3$ ; then the threes, as 2, 3, 4, 6, and expresses as  $3^5$ . No written work should be permitted except the answer. Let pupil check his work by counting the factors from right to left.

(2) The square root or cube root of such a product can be extracted by a slight modification of (1). Let the pupil count as before the number of times each prime factor is used, and divide this number by two in square root, for the exponent of the factor, and by three in cube root for the exponent; as the square root of  $26 \times 56 \times 78 \times 42 = 2^5 \times 13 \times 7 \times 3$ . The products in the first exercises taught should be a perfect power of the root to be extracted.

(3) A product of several numbers divided by one  

$$\frac{91 \times 42 \times 24}{26 \times 28} = 126.$$
 or more composite numbers, as

Let this be as near mental as possible. Better give at

$$56 \times 63$$

first such examples as  $\frac{56 \times 63}{72}$ , requiring the answer

72

mentally, and as the power of the pupil grows extend the scope of the work. Let the pupil see the numbers and simply express the answer.

Economy of energy in these and similar exercises depends upon a thoro memorization of the table. The drill tends to fix it in memory and give facility in its use.

The least common multiple logically follows factoring. The fundamental principles upon which the process is based is "A multiple of a number contains each prime factor of that number." Since this is true, to be a multiple of several numbers it must contain any given prime factor the greatest number of times it occurs in any of the numbers, and if no other factors are in the number it is the smallest that is a multiple of them all and hence is the least common multiple. As, in finding the l. c. m. of 18, 24, 40 and 15, three is found twice in one of them, two three times, and five once. Hence  $9 \times 8 \times 5$  is the l. c. m. Finding the l. c. m. should be largely a mental process. The pupil should not be allowed to write down the prime factors of each of the numbers. If factoring has been well taught that is purely a physical exercise and should be remanded to the play ground or gymnasium. The following is sufficient written work for a fourth or fifth grade pupil. Find the l. c. m. of 52, 36, 65, 45 and 20.

Solution:

$$52 \times 36 \times 65 \times 45 \times 20$$

$$4 \times 9 \times 5 \times 13 = 2340 = \text{ans.}$$

The pupil should be taught to exercise good judgment in the interests of economy in the multiplication of factors. For instance, in the above, to multiply in the order, 4, 5, 13 and 9 is better than in the order of 4, 9, 13 and 5. In multiplying 8, 9 and 17, the order of multiplication 8, 17, 9, or 9, 17, 8 is better than 8, 9, 17. If there are twos and fives in the group to be multiplied, they should be paired off, the remaining factors multiplied, and as many ciphers annexed as there are pairs of twos and fives. As, in  $24 \times 75 \times 15 \times 14 = 3 \times 14 \times 9 \times 1000 = 378000$ . The multiplication in this order can be purely mental, but to multiply disregarding the pairing of the twos and fives is to do written work at a considerable loss of time. If drill has been given in counting prime factors, as above suggested, a glance will show how many factors ten can be found by the pairing process. Practice upon multiplication of this kind is valuable for its own sake, and serves as an excellent drill in factoring.

About the only value of greatest common divisor in the grades is to serve as a drill upon factoring. If taught at all it should be purely mental. Its value for any purpose is usually over-estimated. Too much space is given to it in most of the arithmetics and algebras. There is no process in arithmetic or algebra that cannot more easily, or certainly as easily, be solved without the aid of the g. c. d., as with it, if factoring has been well taught. The processes in arithmetic, as stated in a former article, are tools for use elsewhere in the school work or in after life, hence those processes should not be taught that do not serve some practical end, tradition to the contrary notwithstanding.

# PRIMARY NUMBER WORK

MISS ADELLE PARSONS, Rochester, N. Y.

In developing the subject of subtraction the material previously used may be utilized. The lessons should proceed slowly and along similar lines to those used in the development of the subject of addition. The child should at this time be taught no technical terms, all instruction being given in the simplest possible forms.

The teacher requests the pupils to lay four circles, then to take up two. They at once perceive that two remain. The process continues on the same combination, using different units, until the child masters the fact that four minus two leaves two. The succeeding lessons in subtraction are developed in the same way.

Subtraction games are now added to the child's repertoire. The teacher's ingenuity will suggest many.

Occasionally a simple problem in addition or subtraction should be placed on the blackboard. The children read it carefully and each draws a picture illustrating how the result in the problem is obtained. (Sheet No. 1.)

There were 6 boys  
in a row. 3 ran  
away. How many  
were left?



6 less 3 leaves 3

There were 5 trees  
in a garden. The  
wind blew down 2  
How many were  
left standing?



5 less 2 leaves 3

Plate 1

These little drawings may be done either with pencils, colored crayons or with brush and watercolors.

## Shopkeeping

An occasional recitation given to "shopkeeping" is also an excellent exercise. For example, the teacher suggests that the pupils shall all be grocers for a few minutes. She then proceeds to purchase imaginary articles from the little tradespeople, requiring them to tell her the prices of the articles she wishes to buy, and when she offers them the money that they shall state to her the amount due to her in change. For example, she inquires of John the price of laundry soap, and on receiving information that it is three cents a cake gives him a dime, requesting him to tell her the amount due her. These business transactions require very little capital, as the same dime may be used during the whole recitation.

This game may be used with equal benefit with addition as a basis. The teacher buys several articles and

a child announces the amount due him. Thus James says: "Bread, five cents; an orange, three cents; amount due, eight cents."

These lessons are on combinations previously mastered and are used to test the child's knowledge, no material being given to assist him in his calculations.

## Multiplication Tables

In taking up the multiplication tables the twos should first be developed, a sufficient time being devoted to

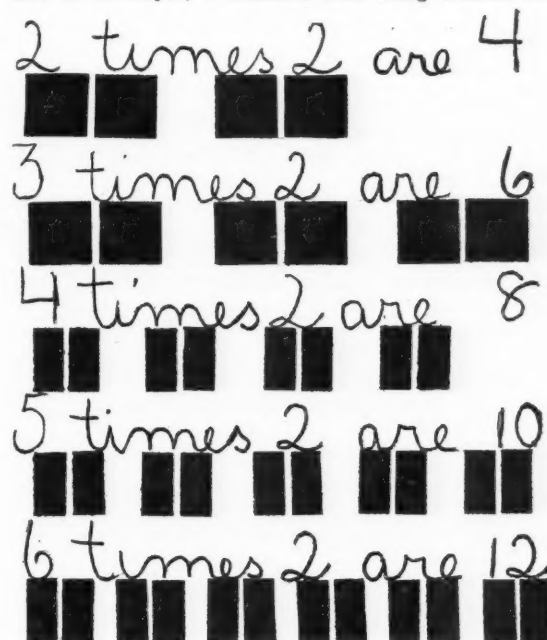


Plate 2

them to indelibly fix each separate step in the pupil's mind. Sheet 2 will illustrate the method employed. The pupils are requested to lay two groups of two, then to count and discover the product for themselves. Next three groups of two are laid, and this process is continued until the whole table has been developed.

At this time it is advisable to demonstrate to the child the difference between three times two and two

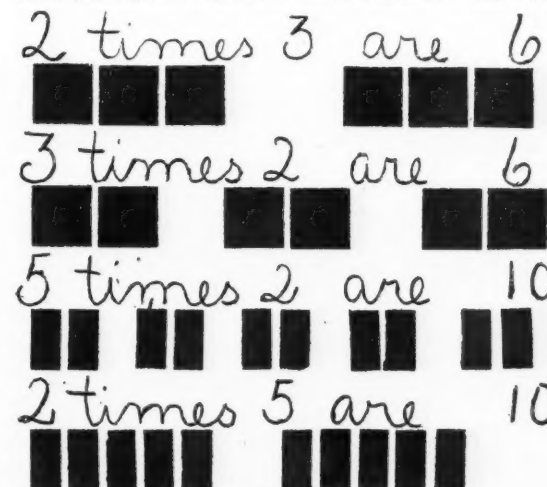


Plate 3

times three (Sheet 3) so that he may clearly see that altho the result is the same in each case, it is obtained by entirely different groupings.

# Nature Study

## October

October glows on every tree,  
October shines in every eye,  
While up the hill and down the dale  
Her crimson banners fly.

—Dora Read Goodale.

"October is the month of painted leaves. Their rich glow now flashes round the world. As fruits and leaves and the day itself acquire a bright tint just before the fall, so does the year near its setting. October is the sunset sky. November is the later twilight."—Thoreau.

## NATURE STUDY FOR OCTOBER

F. A. HARRISON, Brodhead, Wis.

### Subjects of Study

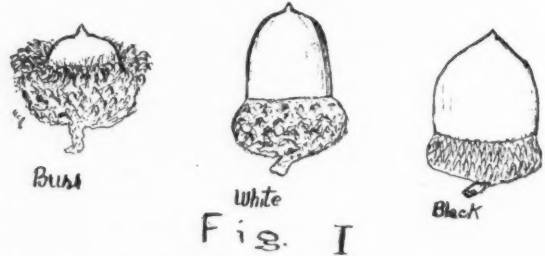
(For related work in drawing see "Drawing Lessons for October.")

October is one of the best of months in which to study some phases of nature work. The leaves of trees are mature and will soon fall off. Many of the fruits, such as acorns, keys and cones, are fully developed and can at this season be easily examined for differences. Most any day will be a good day in which to take the pupils out into the parks or better the woods, for a general study of a few kinds of trees. Suppose for this month we confine ourselves to the study of the oak, and try to become so familiar with it that every pupil will be able to recognize at sight at least these three: the white, the black, the burr.

### The White Oak

Take at least one day for out-of-door study. Learn to recognize the white oak by its gray or whitish bark. The outer bark is rough and scaly on the entire trunk and on all of the large limbs. Most of the large limbs

project at right angles from the main trunk. The wood is white except where the trees are large and beginning to decay in the heart. In that case the heart wood is often a light reddish brown, but all of the new wood is white. The leaves are lobed, sometimes deeply,



the outer edges of the lobes being rounded and never pointed. The upper surface of the leaves is green and the under surface much lighter—almost a gray. The acorn is usually large, say in its cup an inch long and two-thirds wide. The cup is shallow and rough, and both the cup and the acorn are usually a light green until they fall. The acorns fall in October or later.

### The Burr Oak

The burr oak has a rough, corky dark brown or dark bark. The corky excrescences are very pronounced and cover even the smaller branches and twigs. On most varieties only the last four or five inches of the twigs, representing new growth, is free from the rough, corky layers. All the large branches project at right angles to the main trunk. The wood is a very light brown, altho the heart wood is often darker. The leaves of the burr oak are much like those of the white oak in that they are lobed and have rounded lobes. They resemble the white oak, too, in having smooth green upper surfaces and much lighter green or gray under surfaces. The general shape of the leaf is broad at the top, narrowing toward the base. The acorn and its cup is from one-half inch to an inch long and fully as wide. The acorn cup at the base is rough, and the upper margin often bears a mossy fringe. The color is light green or gray. The cup is deep and almost

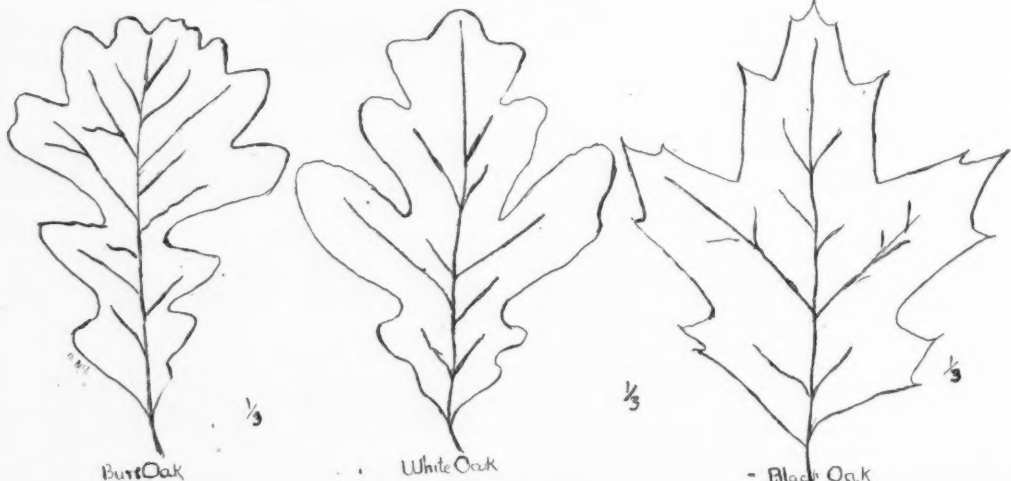


Fig. II.



incloses the acorn. The acorns fall in August and September.

### The Black Oak

The black oak on the trunks and main branches of large trees bears a rough, hard black bark. The bark on all the twigs and smaller branches is smooth and in color is usually a dark gray. On trees less than a foot in diameter this smoothness of the bark is also characteristic of portions of the trunk and large branches. The large limbs usually project at right angles to the main trunk, but in the tops the branches are straight and curve freely upward and outward. The tops present much less of the angular, rugged appearance so common in the white and burr oaks. The wood is a very light brown, and altho a very hard, serviceable wood is brittle and breaks square across. The white and burr oaks have a very tough wood that will splinter but seldom break square across. The leaves are usually dark green and shiny above and below. There is much difference in the depth of the indentations of the lobes of different varieties. The margins of the lobes are pointed and bear at each apex a fine hairy bristle. The acorns in their cups are from one-half an inch to an inch long. Some of the varieties that bear large acorns have them almost round. The cups are shallow and are smoothly scaly. The acorns and cups are usually brown or light brown, and fall in September and October.

### Collection of Specimens

Make a collection for the schoolroom containing the following for each of these three kinds of oaks: A small branch bearing leaves, a number of acorns in their cups, a good-sized chip from the trunk showing bark, a sample of wood taken from the trunk.

The red and pin oaks are not mentioned here, as they are less important classes. In general appearance they are much like the black oak.

The beautiful deep purple and dark red colorings of the oak leaves after the early fall frosts should distinguish the oaks from all other trees for beginners.

Other trees that may easily be studied profitably in October are black and white ashes, soft and hard maples, hickory, walnut, butternut, etc. Note the bright red of the hard maples, that later fades to bright yellow. Gather samples of leaves, branches and nuts of the hickory, walnut and butternut.

## THE PLANT THAT FOLLOWS MAN

CAROLINE WETHERELL.

Certain flowers seem to attend upon the footsteps of mankind. Among these is the plantain, found in most dooryards in our country, and considered a troublesome weed. It has long narrow ribbed leaves that grow in a cluster near the ground and are surmounted by many very small whitish-green flowers, arranged on a spike, dark brown in color. Seen under a microscope these flowers present quite a curious appearance. They are four-lobed, with the long, slender pistil projecting very much beyond the flower. The four stamens are tipped by two-celled anthers, that is, by pollen-bearing vessels, having a division down the center. The seeds in the little seed vessel number from eight to eighteen, and when you consider the many tiny flowers which one plantain bears you will readily see why the plant, once it obtains a foothold, spreads so rapidly. The seeds are wafted by the wind or are scattered by animals or clothing that chances to brush against the ripe seed vessels in passing.

One peculiarity of the plantains is that they have

no stems, the slender support of the flower head being merely the flower stalk. The low, flat head of leaves crowds out more welcome plants, so that it is not popular in gardens where care is given to the cultivation of flowers or grass.

The plantain is certainly found wherever the white man goes, and if he is responsible for its introduction this is due to the smallness of the seeds and their clinging qualities, which allow them to hide in the smallest fold or hem of the clothing.

## WHAT SHALL WE DO WITH NATURE STUDY?

### III.

ANNA BUCKBEE, Teacher of Methods, State Normal School, California, Pa.

### Socializing Value of Nature Study

It is not alone reverence for law that nature study gives. It has another character-forming function of almost equal value; that is, what we may call the socializing of the child. By this term is meant here the fitting the child to live in society. It is opposed to selfishness. A child who is learning to do things to promote the common welfare is being socialized.

The first step in the process is taken in the family life when a child reaches the point where he will voluntarily make a sacrifice to promote the comfort or happiness of the family. Many never get beyond this. One of the best results that come from school life is that it gives an opportunity for teaching a wholesome respect for the rights of others. It is extremely difficult to do this in the family because there is so much in the home that is common property, and because of the intimacy and inequality of family relations. Children are treated more or less as pets, and perhaps it is right that they should be. On the other hand, the common school, where the child meets many others of his own age and whose privileges are exactly the same as his, is the great leveler of social and family distinctions, and teaches the great lesson of equality before the law.

The recognition of other people's rights, however, is not enough to make a good citizen. There must be an active interest and a willingness to act or to sacrifice for the common good. And not only this, but there must have been practice in acting together, in leadership and intelligently following a leader. A modern ideal school is not merely a place where facts are learned and recited, important as this is; but it is a place where the activities are so managed that the pupils have an opportunity to develop leadership, to make plans for the common good and carry them out. To learn to regard the school as a social unit which one may serve is good preparation for regarding one's town in the same way.

It is certainly difficult to organize a school with this end in view. It is vastly easier to teach by precept. But, alas, we can not preach nor scold children into being good. Character is not produced so easily. If it were the world would long since have been regenerated. Nearly all of the plans suggested in this series of papers admit of co-operation among the pupils. In the excursions each child may help the rest by reporting his discoveries, sharing his treasures and contributing to the general stock of specimens and observations. The Chautauqua Junior Naturalist club offers a still better opportunity for each to do something for all, and for learning the efficiency of an organization as a means of doing work. If the correspondence advised is carried on each letter writer is doing something for the common good. A recent state law in Pennsylvania requires that at least once a week there shall be regular instruction in kindness to animals. In carrying out this law teachers frequently organize "bands of mercy" at their schools, which hold weekly meetings. This exercise is easily enlarged into a profitable study of animal life and is social in purpose and method.

The widest field for community work is found in

the school garden, especially where an effort is made to adorn the school grounds or to make artistic window gardens. Plants in rows or small squares, where every pupil has the same space and does the same work, are convenient and systematic; but this plan will not do as much for the children as when each one does something toward making a beautiful garden as a whole.

The idea of having a few children, who can not leave town in the summer vacation, take care of the school plants, as suggested in *The School Century* for June, 1905, is excellent. A boy or girl who has done that, and realized the pleasure of doing an important service for the whole school, will not be satisfied afterward to live entirely for himself. The socializing effects upon pupils which come from the whole movement for beautifying schoolhouses and grounds are worth much more than the merely esthetic result. However, care must be taken not to push this aim unduly. Unless the socializing comes about as the natural and unconscious outgrowth of the method used the results will be as artificial and pernicious as any other pretended goodness among children.

#### Guide the Pupil to Learn for Himself

The young teacher may very properly inquire, Why should we take so much trouble to have a child learn for himself, for example, that plants need water and sunlight, when we could tell him so easily? The first answer is found in the theory that every child repeats the history of the race, and primitive man did not learn nature thru the medium of books, but thru observation and experiment. In the second place, if we think the correspondence theory is not yet proved, we may find the answer in the unceasing activity of the child. Every unlettered parent knows that the boy must always be doing something. As one of them said to me recently, "Pears as tho Georgie can't let nothing alone." This is the electric flash that lights up both the history of the race and the problem of education—the boy can not let things alone. The tribes that have let things alone are still barbarous. It is by not letting things alone that the race has grown. It is by taking hold boldly, testing in every possible way, that we have finally learned what we now know of nature and her laws, of her treasures and her waste places, of her friendliness and her enmity. The child's natural activity, if guided and encouraged by the home and school, will make him acquainted with nature in a more genuine way than is possible from mere passive listening.

It seems from our present outlook that we may assume that by the time children are eight years of age they understand somewhat and are interested in the simple processes of civilized life. And since knowledge of nature in the early forms of civilization was closely interwoven with simple industries, the work in nature study and industrial history should go hand in hand and be separated more and more widely as the child grows older.

With this simple principle to guide us it is comparatively easy to plan our work in nature study. The race has taken whatever was near at hand and used it with whatever of knowledge and skill had been attained at any given period. The child may do the same. His progress will not be uniform nor his knowledge systematic.

It is not to be supposed that the wildest theorist would set children to learning nature in every particular as the race has learned it; for instance, to find out whether plants are wholesome by eating of them, to produce and preserve food for themselves or starve, to subdue wild beasts or be destroyed by them, to learn at first hand that fire scorches, and water drowns, and poisonous gases suffocate. The child must be saved from the dangers of unguided investigation, but he should be put in the way of safe and profitable finding out things for himself.

Children must omit many experiences of the race, not only because they are dangerous but because they

are impracticable. Certain experiences might be provided at home, such as experiments with water, if parents generally believed that the child needed these experiences. The keen enjoyment from building a dam, making a raft that will bear one up or making a big bonfire are all out of proportion to the end accomplished, but can easily be accounted for if we think of the boy as primitive man. We have merely come to the gate here of a great field where teachers and parents might co-operate to secure for the child safe and fruitful experiences which repeat the life of the past.


Many experiences can be lived only in the imagination, such as the contest with fierce animals. Folk-lore stories of these conflicts are probably the best material the teacher can use for this phase of nature study.

The question is often raised as to how much the child is influenced by what is being done by older people all about him who are dealing with nature in the light of our most recent knowledge. That this accelerates the child's progress thru the different stages is not to be doubted, but whether it hurries him as much as many think is not certain. It is true that if a boy trains a colt now he uses an up-to-date bit and bridle; if he digs in the ground he no longer uses a sharpened stick; and if with these modern appliances he would only believe what his elders tell him, and avoid the mistakes they warn him against, his progress would be rapid indeed. But he will not believe here any more than he will in the moral world. So he has to learn by experience that a sheep nor a calf will not make good steeds, that a gentle-looking cow will fight for her calf, that little chickens will "drown" in the wet grass, altho he can see that there is no water on the ground, that young birds will not eat what he feeds them, but stubbornly persist in committing suicide; that hoeing the wet ground makes it dry in hard chunks; that water will not run up hill, coax it as he may; that driving nails near the end of a board is likely to split it; that the cold bit will blister the horse's mouth; that iron will rust and wood will shrink, and the fire must be lighted in the front of the stove, and green apples are unwholesome, and a thousand other things which we could tell him so easily.

The girl is just as skeptical. She takes long to learn that soap is needed to remove grease, that hot starch must be thoroly cooked and that just a little too much or too little baking powder makes a great deal of difference. She is slow in getting hold of certain simple little things in physics. She will not believe that hot water will crack glass, that a little cold water may break the stove, that a cold draft against the oven will spoil the cake, nor that it injures plants to water them when the sun shines hot, nor that it may restore them to dash cold water over them when they are slightly frozen. She doubts that a little thing like a moth can do much harm, or that the wax used in grafting must not be scraped off, or that cherries and milk must not be eaten together, or that one should not crack nuts with her teeth. At least these and many like them were a part of the writer's childish experience.

This skepticism seems to be natural to normal children, who are not under the influence of fear and are thus led to say that they believe when they do not, or who pretend to agree in the hope of getting good marks in class. It is a strong explanation of our failure in trying to teach nature facts and laws to children by merely telling them.

If space permitted hundred of examples might be given of what children seemingly will not, but I think can not, believe concerning the laws of nature until they have tried them for themselves. (Older people who assert that water is pure because they can not see microbes in it should be very lenient in judging children.) If this view of the workings of the child mind is correct, is it not time that teachers and parents plan to co-operate in an intelligent and sympathetic way to provide for children the varied experiences which they need in order to be really educated?



## Geography and History.

### INDUSTRIAL GEOGRAPHY

#### II. MEXICO

AMOS W. FARNHAM, Oswego (N. Y.) State Normal and Training School.

Note.—The aim of this series of lessons, its place in the course and the illustrative material used are stated in Lesson I. Lesson I. treated of Alaska. Alaska was selected because its cold climate produces a flora and fauna in strong contrast with our own. The climate also in great measure determines the activities of the natives, whose shelter, clothing and food are extremely primitive. All these arouse and hold the interests of children, who are themselves in their undeveloped state on a plane but little above the plane of the savage.

Mexico as a geographic study follows Alaska. Its narrow coastal plain has continuous weather similar to the hot summer weather of Oswego. Its high temperature and abundant rainfall produce plants and animals many of which are very unlike our own and also stand in the strongest contrast with the plants and animals of Alaska, whose temperature on the Arctic coast is low, and in consequence its precipitation is light.

#### Study of Coffee as an Introduction to Mexico

The work is introduced by a consideration of coffee. Coffee unroasted, roasted and ground should be presented to the class. Children tell what the material is and for what it is used. (If possible secure Mexican (oaxaca—pronounced wahaka) coffee, which is usually sold by the name of "mocha," altho all so-called mocha coffee is not grown in Mexico. Show a picture of a coffee tree in blossom or in fruit. A small picture found in an encyclopedia or dictionary may be drawn by the teacher on the blackboard, using colors if care is exercised in selecting right shades. Show picture of a coffee plantation and different stages of coffee production, also its preparation for shipment. Children note the geographic environment of the growing coffee tree, the kind and quantity of clothing worn by persons employed in coffee culture, then determine the weather, and afterwards state what season of ours it is most like. The teacher tells them that where coffee grows it is summer weather the year round. One place where coffee grows is Mexico.

Location of Mexico on large globe by teacher, on individual globes by children. The "color scheme" shows that the surface of Mexico varies greatly in height. As height decreases temperature increases. Hence the hottest portion of Mexico is the low coastal plain bordering the Gulf of Mexico. Coffee is grown on the western border of the coastal plain, or rather on the slope that connects the coastal plain and the adjoining plateau.

Children trace with care the boundaries of Mexico, beginning at the northwest corner and tracing clockwise. This country is Mexico. Teacher writes the name on the blackboard, children pronounce and spell it.

Note.—All new geographical terms should become familiar to the children. These terms, as the study of geography progresses, will represent condensed experiences.

Teacher and children trace with care the coffee belt. Children look, point and walk towards Mexico. Children face west, point towards Mexico with the left hand, and towards Alaska with the right hand. Note on globe the direction of Mexico from Alaska. Impress the fact that directions along meridians are either due north or due south; directions along parallels are either due east or due west. These lines may be named, their names pronounced, spelled and used in the work of location, but ideas of latitude and longitude are too difficult to be discussed here. Measure with a string the distance (as the bird flies) from your city to Mexico; from your city to Alaska; then compare these distances, children stating which is nearest to their home. Note that to the north of us is a country whose climate is colder than ours; to the south a country whose climate is warmer than ours. Note that we do not raise coffee because our summer weather does not last all the year. The temperature range for coffee is from 55 to 80 degrees. Coffee requires not only continued warm temperature but much moisture, shade and a certain kind of soil. The soil required is a red soil of volcanic origin; the shade is obtained by planting coffee trees among



A Mexican Coffee Tree in bloom, and fully matured coffee berries at the same time.

other and larger trees; and the moisture is supplied to the coffee lands of Mexico by winds that blow constantly from the northeast and across the warm waters of the Gulf of Mexico.

The coffee tree if allowed to grow would reach a height of twenty feet, with a stem three or four inches thick; but to facilitate the harvesting of its fruit it is trimmed back and kept to a height not exceeding twelve feet. "Its leaves are smooth and shining, and of a dark green on the upper surface, but paler beneath, about six inches long by two and a half wide, and of an oblong, somewhat oval, shape, with wavy edges, terminated by a long, narrow point. The flowers are produced in dense clusters at the bases of the leaves, and, being of a snowy white color, they give the shrub a beautiful appearance, but are of ephemeral duration; their corolla is cut into five divisions, bearing the sta-



mens fixed round the top of the tube and protruded beyond it. They are succeeded by numerous little red fleshy berries resembling small cherries, each of which contains two of the seeds commonly called coffee."—Lindley and Moore's Treasury of Botany.

In some varieties of coffee there is a tendency for only one seed to mature, the other remaining undeveloped. This is the coffee of commerce known as "peaberry" coffee. The so-called mocha coffee, including oaxaca, is a peaberry. Oaxaca coffee is not excelled by the best mocha. Mexico produces nearly one hundred million pounds annually, most of which is sold to the United States as a choice mocha. As large as this quantity seems, it is only a small part of the coffee which we buy from the coffee-producing countries of the world. Statistics show that we consume considerably more than 750,000,000 pounds annually, "a yearly average of very nearly eleven pounds for each inhabitant."—Redway's Commercial Geography.

If any greenhouse within reach of the school contains a coffee plant get permission either to take the plant to the class or the class to the plant.

#### Related Constructive Work

Have the children reproduce orally and in writing the description of the coffee tree, the conditions which favor coffee culture, the location of the coffee region in Mexico and the important steps taken to secure the beverage, from the gathered fruit to the ground coffee like the sample shown to the class. Children make pencil, crayon or brush drawing of coffee beans, blossoms, leaves and trees, and use them to illustrate their written reproductions.

#### Plant Life of Mexico

Teach the plant life of Mexico, its kinds, especially the kinds peculiar to the low moist coastal plains—rice, sugarcane, cotton, banana, pineapple, orange, lemon, lime and indigo. Among the trees of this region may be found the cocoanut palm, mahogany, ebony, logwood and rosewood. On the higher and therefore cooler and less moist lands are grown tobacco (of superior quality), maize, beans, wheat, oats and barley. Among the trees of the cooler regions are oak, pine, spruce, cedar and fir. Show pictures and when possible specimens of the different plants. Show specimens of woods and note the difference in density (therefore hard and soft woods), color, graining and peculiar fitness for the use to which each is most largely put. Children classify under the respective heads of grains, fruits and trees the plants of Mexico which they have studied. Which of these plants produce material for food? For clothing? For shelter? For furniture? Compare plant life of Mexico with plant life of children's home; also of Alaska. Account for difference and similarity.

#### Animal Life of Mexico

Teach the animal life of Mexico, kinds peculiar to the region—jaguar, puma, tapir, ant-eater, armadillo, peccary, monkey, snake (some of which are venomous), alligator, parrot and hummingbird. Show pictures of each. Their use to the people.

Which are flesh-eaters (carnivores)? Which are plant-eaters (herbivores)? Which are both flesh and plant eaters (omnivores)? Children make lists of each under respective headings. Compare with animals found in children's home region; in region of Eskimo. Reasons for differences.

#### The People of Mexico

Show pictures of uncivilized Mexican Indians, of native whites and of mixed races. Show pictures of the houses of the different peoples; note material and plan of each. Consider peculiar foods, styles of dress, means of travel.

The native whites of Mexico are of Spanish descent, and in general constitute the landed proprietors of the

country. Their manners and customs are those of Spain. The people who are of mixed Spanish and Indian blood are the tradesmen, farmers, herders and day laborers. The Indians are of two classes, civilized and savage; the latter can not be considered a productive class.

#### Mexican Staples

The staple grain of Mexico is corn. Mexico ranks third as a corn-producing country. The "tortilla," the national bread of the Mexicans, is a cornmeal wafer baked on hot slabs of stone. Another national dish is beans cooked with red peppers.

#### Exercises and Special Studies

Children make a "bill of fare" for a dinner in a Mexican farmer's home; in an Eskimo's home; in their own home.

Children make drawings of Mexican huts.

Locate Vera Cruz (true cross) on globes. Compare with the children's home city with reference to location, size, age, etc. How may coffee be brought from Vera Cruz to New York, and from New York to us? Routes traced on globes. Time required for transportation.

Study of Mexico may be continued by considering:

Vanilla. Present vanilla beans, which may be obtained from a pharmacy; also vanilla extract. From odor and taste children will recognize what vanilla is in each form; state its uses; teacher add that vanilla is also used in medicine and perfumery.

Show pictures of vanilla plant.

The best vanilla grows in Mexico. The United States buys most of the annual crop. Locate on globe the region where vanilla grows.

The story of vanilla culture told by teacher and reproduced orally and in writing by children.

Mexican hammocks. Show a genuine Mexican hammock. Show picture of Mexican Indian women making hammocks. Material used: Sisal hemp, the prepared fiber of agave Americana (century plant). So called from Sisal, Yucatan, the port from which it is shipped. Locate Sisal on globes. Bring a century plant into the classroom. See plants of larger growth in the greenhouses. Show picture of century plant in blossom; picture of a field of the plants under cultivation.

About 70,000 tons of Sisal hemp is shipped from Yucatan to the United States every year for the manufacture of cotton sacking.

Story of the culture of Sisal hemp told by teacher, reproduced by children.

A map of Mexico sketched from globes by children. Sisal and Vera Cruz located.

Summary of work on Mexico in lecture-room with lantern slides.

#### If

If c-a-t spelt dog and cow

And horse and mouse and heaven,

If two plus two made six and nine

And twelve and eighty-seven,

If "see the man" was all there was

To learn inside my reader,

No boy would be as bright as I;

In school I'd be the leader.

If school took up at 9 and then

Let out in an hour or less,

If half of this was singing songs

And the other half recess,

If all the days were holidays

'Cept Christmas and Thanksgiving,

I'd know what people mean who talk

About the joy of living.

—Ellis O. Jones in September St. Nicholas

# Supplementary Reading

## OCTOBER READING

LAURA R. SMITH, Platteville, Wis.

### FIRST GRADE

#### LESSON I.

It is October.

See the pretty leaves!



The leaves are red and yellow.

The leaves make a soft carpet.

I will play in the leaves.

I will make a leaf house.

The squirrels play in leaves.

Squirrels like acorns.

Acorns grow on oak trees.

The wind blows the leaves down.

The wind blows the acorns down.

#### Memorize

The leaves are falling overhead,  
Yellow and red, yellow and red,  
Singing, "Tis the fall of the year;  
October is here, October is here."

#### Busy Work

Draw and color leaves.

Make a border of oak leaves.

Make a booklet cover of maple leaves.

Make a border of thistles.

Draw and cut acorns, oak leaves and squirrels.

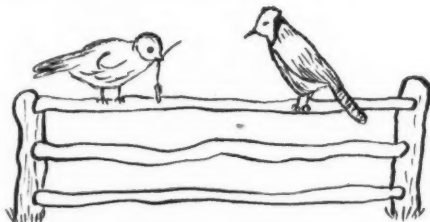
#### LESSON II.

One day a robin sang a new song.

He said, "I must fly away."

Bluejay stopped to hear the robin's song.

"Why are you going away?" asked Bluejay.



"Winter is coming," said the robin.

"I am not afraid of snow," said Bluejay.

The next day was cold and snow fell.

"See the pretty snow!" said Bluejay.

"Good-by," called Robin, and he flew away.

#### Busy work

Read the story from the blackboard.

Write the names of many birds.

Tell where the birds are going.

Cut and paste a robin's nest and eggs.

What color are the eggs?

Why does the bluejay stay all winter in some localities?

What other birds are not afraid of cold?

#### LESSON III.

One day a boy found a pumpkin.

He found it in the field.

The pumpkin was round and yellow.

He cut out the inside.

He cut eyes and mouth and nose.

He put a candle in the pumpkin.

He made a jack o'lantern.



He put the jack o'lantern in the window.

He lighted the candle inside the pumpkin.

A girl came by and saw the light.

She saw the eyes and mouth and nose.

The pumpkin had a funny face.

She said, "Oh, see the jack o'lantern!"

The boy said, "Tonight is Hallowe'en."

#### Language and Busy Work

Model, cut and draw jack o'lanterns.

Draw a jack o'lantern on a post, on a fence, etc.

Draw two pumpkins under a haystack.

Make as many words as possible out of the letters in "jack o'lantern."

### SECOND GRADE

#### LESSON I.

Copy and discuss.

October, October, the summer is over;

The birdies are flying away;

The bright leaves are yellow,

The fruits are all mellow;

Soon winter will come here to stay.



October, October, the bees round the clover

Are gathering their winter store;

They keep up a humming,

For winter is coming,

And Jack Frost has been here before.

October, October, that gay little rover

Jack O'Lantern has come, if you please;

The squirrels don't doubt it,

They know all about it;

'Twas whispered to them by the trees.

## For Discussion

What month is it?  
 What day comes near the last of October?  
 How do the trees look?  
 What trees stay green all winter?  
 Name all the varieties of evergreen trees you can.  
 What color do the oak leaves turn? The maple leaves?  
 Where are the birds going? Why?  
 What are the bees and squirrels doing?  
 What will Jack Frost do when he comes?  
 Did you ever make a jack o'lantern?  
 How many seasons are there in a year?  
 What is meant by Indian summer?  
 Learn and illustrate the poem.  
 Write five sentences about the poem.  
 Write sentences using the words: Jack o'lantern, Hallowe'en, nuts, fruit, autumn, Jack Frost, squirrels, evergreen.

## LESSON II.

Johnnie had a new pencil-box.  
 It was a nice red pencil-box.  
 It often fell on the floor.  
 Johnnie took a reader out of his desk and down fell the pencil-box.  
 He put a paper in his desk and down fell the pencil-box.  
 One day the teacher said, "I will have to keep Johnnie's pencil-box on my desk."  
 The teacher put Johnnie's pencil-box on her desk, and as she went past it fell on the floor!  
 All the children laughed, and the teacher laughed too.  
 She said, "I think there is a brownie in the pencil-box."  
 The children said, "Perhaps the brownie wants to get out."  
 They all sang a song about the brownie.  
 The teacher said, "How many children have pencil-boxes?"  
 Nearly every hand went up.  
 "How many children keep their pencil-boxes on the right-hand side of the desk?" she asked.  
 The children all tried that plan and the boxes did not fall so often to the floor.  
 When Johnnie went home he told his mother all about his pencil-box.  
 "I wonder if there was a brownie inside," he said.

## LESSON III.

One day a grasshopper said, "I am tired hopping on the ground." What did the grasshopper do? He climbed up a cornstalk.



A little black cricket said,  
 "I would be afraid to climb so high."

The grasshopper said, "I have long legs and I am not afraid."

"You are just the color of

the green leaves," said the cricket.

Then the cricket went away.

A great wind came up. It blew the cornstalk. It shook the cornstalk, and the grasshopper fell down.

"I wish I had stayed on the ground where I belonged," he said.

## Questions

Are grasshoppers always green?  
 What color are crickets?  
 What kind of legs have grasshoppers?  
 Count the number of rings on a grasshopper's body.  
 What kind of wings has the grasshopper? Watch it eat.  
 Did you ever see a katydid?  
 Put a caterpillar in a box and feed it.  
 Study about the cocoon.

Who was it sang at break of day?

Katy did.

Who smelled the fragrant new-mown hay?

Katy did.

Who saw the pretty white-sailed boats,

Down where the waterlily floats,

And called to them with shrillest notes?

Katy did.

Copy the verse and draw a picture of grasshopper, cricket and katydid.

## LESSON IV.

What is in the barrel?

Why is it in the barrel?

What color is it?

Why is it chained up?

Read from the board.

One day Frank caught a coon. He put it in the back yard.

The coon ran away.

When he found the coon he chained it up.

He fed the coon every day and gave it water.

Soon the coon became tame, then he let it run in the daytime.

It slept in the barrel at night.

The coon's name was Brownie. It was a fine pet.

## Exercise

Use phrases. Have the children tell what was in the barrel.

Name many things sold by the barrel, as apples, flour, etc.

Have them complete sentences, as:

The — are in the barrel.

Introduce the word "cost."

A barrel of apples costs —.

A barrel of potatoes costs —.

A barrel of sugar costs —.

What fruits come in barrels?

What fruits come in baskets?

## The Song of the Wheat

Back of the bread is the snowy flour;

Back of the flour is the mill;

Back of the mill the growing wheat

Nods on the breezy hill;

Over the wheat is the glowing sun

Ripening the heart of the grain;

Above the sun is the gracious God,

Sending the sunlight and rain.

—Selected.



# **NORMAL REVIEW COURSE FOR TEACHERS.**

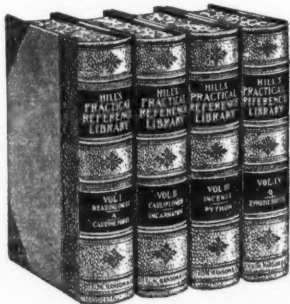
A prominent educator in a recent speech in Chicago laid emphasis upon the fact that a large percentage of those who enter the profession of teaching make no further effort to improve themselves after they get into the business. They seem to count on the flight of time, the mere work of the clock, as a means of promoting them in position and advancing them in salary. Experience in teaching counts for nothing, aside from skill in the mechanics of school management, unless the teacher makes improvement right along in his or her work. More and more promotions and advancement in salary are made on the basis of the teacher's growth, the teacher's improvement in academic and professional attainments.

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Some school principals and county superintendents insist that the teachers under their supervision shall pursue some correspondence course of instruction each year for their own sake and for the benefit of the schools which they teach. In addition to added ability acquired through such study, the mere fact that the teacher is herself taking a course of study has a remarkably good influence upon her pupils, as they can see that teachers as well as pupils are, and ought to be, students. In all parts of the country teachers are working for advancement of salaries, and along with this movement the teacher must equip herself to be worth the wages demanded.

It may not always be possible for the teacher to drop her work and go to a normal school or college, but no excuse whatever can be framed that will release a teacher from the obligation to pursue a course of study when it is so easily obtainable through the correspondence school. With an educational institution of this kind, a teacher can carry on her scholastic and professional studies and go right on with her teaching. Any teacher ambitious to improve should write for information to the Interstate School of Correspondence of Chicago, whose courses of study and plan of work we cordially endorse. The regular announcement of the School appears elsewhere in this paper.



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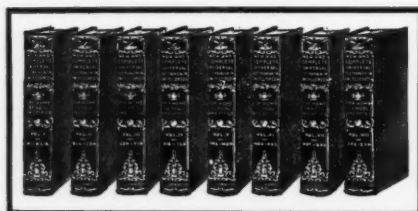
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# LITERATURE AND COMPOSITION OUTLINE FOR EIGHTH GRADE WORK.

(By Sister M. Paulina, Knoxville, Tenn.)

Material: "The Holy Grail"—Tennyson; "Vision of Sir Launfal"—Lowell.

The first day of the first week tell the class about the institution of feudalism during the Middle Ages; about the castles, how the lords lived, the duties of the vassals, the manner of fighting in armor with spears, swords and battle-axes. Chivalry and its characteristic devotion to God, honor, valor, gallantry to women. Knights trained from their earliest years; at first a page, a squire at 14, a knight at 20. Ceremony of knighting; vow, "to be a good, brave, loyal, just and gentle knight, a champion of the church and clergy, a protector of ladies, a redressor of the wrongs of widows and orphans." The signs of knighthood—the belt of gold and white, and the golden spurs.

Second day: Read "King Arthur and His Knights," from "Pictures from English Literature," by Hamblin, published by the Educational Publishing Co., Chicago. Third day: Legend of the Holy Grail—its being brought to Glastonbury by Joseph Arima-thea; its disappearance from earth, carried away by angel hands. Read "Sir Galahad," by Tennyson. Fourth day: Pictures and memory work on the poem. Fifth day: Outline.

## SECOND WEEK.

The Holy Grail: Tell the story of the knights' search for the "holy thing," as told by Tennyson (as far as the setting forth of Percivale on the quest, reading lines from the poem here and there—the opening lines, the nun's story of her dream, the king's speech to his knights when he found out that they had sworn to search for the Holy Grail. The second day finish the story, reading the following from the poem: The description of the flight of the "virgin knight" through the storm over the bridge of fire; his entrance into the spiritual city; the king's closing speech. Third day: Read Conde Pallen's spiritual interpretation of the story. ("Meaning of the Idylls of the King," Conde Pallen; American Book Co., Chicago.) Fourth day: Review and discuss the story and its meaning. Fifth day: Outline. Use opening lines for introduction. Ambrosius and Percivale, the legend, the vision to the nun, the vision to the knights, why Galahad alone saw it (lines from poem), the vows, the king's speech, meaning (lines from poem), the quest, Sir Percivale, spiritual meaning of all things crumbling to dust and ashes at his touch, Percival and Galahad, the effect of quest upon Percivale, why Galahad had the vision ever present (lines from poem). Return of knights, king's speech, closing lines.

## THIRD WEEK.

Pictures from the Holy Grail. First day: The abbey, the nun's cell, the vision, the appearance of the Holy Grail. Memory work: Percivale's reason for leaving Arthur's court. Memorize lines from "I heard the sound of a silver horn" to "died into the night." "And there was one among us" to "more than I." Second day: Pictures, Sir Galahad, the nun and Sir Galahad as she bound him in the silver belt with strange device, scene in the hall when

Galahad sat in Merlin's chair, Arthur's hall, scene in the hall when the king entered the chapel in the vale. Memory work: "But I Sir Galahad" to "follow me," "Ah Galahad" to "blind will see." Third day: Pictures, the great black swamp, the storm, the castle of Carbonek, Lancelot's vision of the Holy Grail. Memory work: "O son, thou hast not true humility" to "as Galahad," "And when the heavens" to "earth again shall see." Fourth day: Review pictures and memory work. Fifth day: Outline; describe each picture studied as though it were a painting, using lines from the poem as connecting links.

## FOURTH WEEK.

"The Vision of Sir Launfal," Lowell. First day: Compared with the Holy Grail. Tennyson makes purity the only essential condition for the finding of the Holy Grail, while Lowell in "Sir Launfal" requires charity and brotherly love as well. Read poem to the class for the story, bringing out the central thought—sweet charity:

"Not what we give but what we share,  
For the gift without the giver is bare;  
Who gives himself with his aims feeds three—  
Himself, his hungering neighbor, and Me."

Second day: Read Preludes, contrast, explain. Memory work: "And what is so rare" to "palace." And from "Now is the high-tide" to "God wills it." Third day—Pictures: The organist and his surroundings, Sir Launfal, the castle, the leper, the picture of the scene between Sir Launfal and the beggar when the former flung back the piece of gold in scorn. The scene within and without the castle on Sir Launfal's return, his appearance now, the second meeting of the knights and the leper. Memory work: "Joy comes" to "natural way of living." "The drawbridge dropped etc." to "for the Holy Grail." Fourth day: Review pictures, describe companion pictures, as for example the first and second meeting of the knight and the leper, the going forth and his return, etc. Memory work: "It was morning" to "heart." "And a loathing" to "frozen waterfall." "The leper raised" down to "sense of duty." Fifth day: Selected lines from the prelude to Part II for memory work, also the leper's request "For Christ's sweet sake, etc." Follow with outline, as before.

A bright girl asked to be absent from school half a day on the plea that company was coming.

"It is my father's half-sister and her three boys," said the girl, anxiously, "and mother doesn't see how she can do without me, because those boys act dreadfully."

The teacher referred her to the printed list of reasons which justified absence, and asked if her came came under any of them.

"Oh, yes, Miss Smith," said the girl, eagerly, "it comes under this head," and she pointed to the words, "Domestic affliction."



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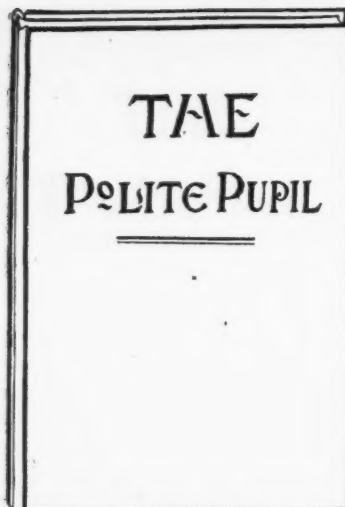
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### A \$1,000,000 CATHEDRAL.

After nearly two years' work on the plans for the new cathedral of St. Paul, Minn., which will adorn the brow of the hill at Selby, Summit and Dayton avenues, the architect, Mr. E. L. Masqueray, has prepared a drawing showing the cathedral as it will appear when finished, a reproduction of which appears on our front cover this month. Besides embodying all the grandeur and beauty that \$1,000,000 or more can provide, the new cathedral will be unique in many respects and when completed will rank among the notable church structures of the world.

The ground plan of the cathedral is that of a Greek cross with side chapels projecting from the main edifice broadening the auditorium so that the main altar can be seen from any part of it. There will be no pillars like those in the old style structures, to obstruct the view. The only pillars that will be used will be to support the dome, and as this rises from the intersection of the nave and the transept, these will encircle the main body of the auditorium, within which 2,700 people can be seated. The entire seating capacity of the cathedral will be 4,000.

#### The Massive Dome.

The main feature of the edifice will be the dome, which will be as large as that of St. Paul's cathedral in London, being 120 in diameter. About the dome there will be twenty-four large windows which will be so arranged as to light the entire auditorium below.

The traditional features of the old

cathedrals, such as side chapels, special choir loft, sacristy, etc., have been embodied in the plans, and besides these, there will be built, surrounding the sanctuary, six chapels which will be dedicated to the saints who converted the races from which the northwest has been settled. This idea is new in the building of cathedrals and was incorporated in the plans at the suggestion of Archbishop Ireland. In addition to these, there will be a chapel in each of the towers, which rise on either side of the main entrance and in which the chimes will be placed. In one of these will be kept, in bound volumes, the names of those who subscribed to the building of the cathedral, and on one day of each week there will be offered up a Mass in that chapel for those whose names are within its walls. The other chapel will be set aside for baptismal services. On the right and left of the main nave, there will be two other chapels—one dedicated to the Blessed Virgin Mary and the other to St. Joseph. The location of these chapels is also new in the architecture of cathedrals.

The whole length of the building is to be 274 feet, and its width at the transept 214 feet. The width of the nave is to be 60 feet. The interior height of the dome is 175 feet and the top of the cross on the outside will be 280 feet above the street level. The towers are to be 140 feet high.

#### PUBLISHERS' NOTES.

Elsewhere in this number of the Journal will be found a page announcement of the new Universal

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Father Heuser, editor of the Ecclesiastical Review and a most competent authority, says of the work: "This new, complete encyclopedia for home and school is the most convenient and handy we have yet seen. It commends itself especially to teachers and students, and the price is exceptionally low. We have noticed no marks of bigotry, such as are usually found in works of this nature."

The work is published by the Carnegie Book Co., 1006 Garfield boulevard, Chicago. For full particulars see announcement on page 160.

The society of the Brothers of Mary has just published a helpful little book entitled "The Polite Pupil." An announcement of the book will be found on one of our back pages, and we are also presenting among the articles of this issue an extract from the chapter on "Good Manners in Conversation." This excerpt is typical of the practical character of the book, which is intended to be placed in the hands of the pupils of the higher grades. Teachers will do well to secure a copy of this valuable little book either with a view to using it for class purposes or as a premium. "The Polite Pupil," price 25 cts. post-paid, Address Brothers of Mary, Dayton, Ohio.

Teachers who are looking forward to having some kind of special exercises at Thanksgiving and Christmas will do well to examine the list of plays, books of recitations and songs, advertised on page 164 by March Bros., of Lebanon, Ohio. If you do not find what you want in the advertised list, send for March Brothers' complete catalog—it will pay you and there is time. Besides supplying entertainments, March Bros. have an excellent line of stencils for decorating blackboards on these special occasions.

"My heart was delighted on reading the proof-sheets of 'Jesus of Nazareth: The Story of His Life, Written for Children,' by Mother Mary Loyola," so writes Cardinal Gibbons in a foreword to the book mentioned. Continuing, he says: "The book is eminently practical, simple, unctious and interesting. It will make a powerful impression on the minds of children. In fact, no one can read it without loving God more, and therefore becoming better. The author evidently realizes the wants of the child-mind,

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To Induce Other Unfortunates 5

Geneseo, Ill., Jan., 1903.

The Rev. Krueger pastor of St. Paul's Church in above named town, vouches for the following: A Mrs. K. was afflicted with falling sickness since twenty-five years; physician could give her no relief and thought the disease would abate in the more mature years, but the attacks increased in time. Last summer came every day, even during the night. Last October I suggested to her to try Pastor Koenig's Nerve Tonic, but having tried so many remedies before without even relief, she thought it would be useless to try anything else. Still I persuaded her to try it. So far she took four bottles of it and is able to attend to her household again. If other unfortunate can be induced by above to try the Tonic to get relief from this awful disease I am willing answer all letters of inquiry.

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\* \* \*

Of recent paintings of Shakespearean characters those made by Orlando Rouland are of unique interest. Petruchio, Malvolio, Romeo, Hamlet, and Shylock, the artist has painted as seen through Mr. E. H. Sothorn's personality, not only studying Shakespeare himself but steeping his conception in Mr. Sothorn's interpretations. The October Century will show reproductions of these interesting studies, the Petruchio in color. Another feature of these portraits is to be noted in the effort of the artist to reproduce in Petruchio, Malvolio, Romeo and Hamlet, with as few accessories as the nature of the subjects permitted, the characters capable of the actions they perform, rather than the men in the actions themselves.

\* \* \*

Laird & Lee's Diary and Time-Saver, for 1907, Eight Annual Edition. (Laird & Lee, 263 Wabash ave., Chicago, publishers.) This valuable pocket diary is revised every year, and the 1907 edition contains more important features than any previous issue. Memorandum for every day of the year, showing day of week, month and year, holidays and special church days. Full blank pages for addresses, cash account for each month, and memoranda, with calendar for 1907, last six months of 1906 and first six months of 1908. Besides this the diary contains a small atlas of America, handy statistics, etc. In leather binding, 25 cts.

\* \* \*

St. Bede's College, Peru, Ill., the Institute of the Blessed Virgin, Jackson Park, Chicago, and several large parochial schools and hospitals of Chicago, have recently been furnished throughout with the Johnson Adjustable Window Shades, with reports of good satisfaction. The success of this 20th century system of getting proper light and ventilation into rooms is being rapidly recognized by the superiors of Catholic institutions as likewise by owners and managers of large private and public buildings. Leading architects endorse it. Send for interesting free booklet to R. R. Johnson, 163 Randolph street, Chicago.

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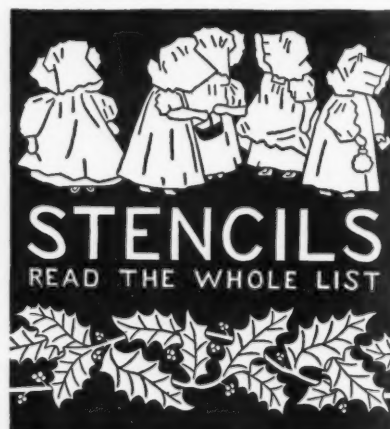
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Emperor William of Germany, has decorated Cardinal Kopp, bishop of Breslau, with the Order of the Black Eagle, the highest Prussian decoration. This is the first time the order has ever been conferred on a Catholic prelate. It is remarked that the relations between the German government and the Vatican have grown closer since the Church and State situation in France became acute. The headquarters of Cardinal Kopp are at Breslau, where he has steadily used his influence in bettering the relations between the Poles and the Prussian authorities.

Right Rev. James A. McFaul, bishop of Trenton, N. J., accompanied by Rev. John E. Murray, of Flemington, has sailed for Europe. The bishop goes to pay his second official visit to the Pope. He will also travel through England, Ireland and Scotland and will pay a visit to King Leopold in Belgium. The bishop will be home in time for the celebration in honor of the twenty-fifth anniversary of the establishment of the diocese of Trenton, which occurs in November.

The historic oak tree, under which Father Fenwick, later first Bishop of Cincinnati, celebrated the first Mass in Canton, O., has been removed from the sidewalk of West Second street. Recently a stroke of lightning shattered the top of the tree, and then it was decided that it would be better to remove it. The property on which the old tree stood belonged to the Shorb family, who will convert the wood into something which can be preserved as a memorial.

Faher Kolasinski, the Polish priest who headed a schism among Polish Catholics a few years ago which threatened serious injury to religion, has submitted to the Church and been duly reinstated in Detroit. A few years ago he coquetted a little with the Protestant Episcopalians; but the wisest among them discouraged his overtures, satisfied that Poles must be Catholics or nothing. Dr. Baart, of Marshall, Mich., is credited with the work of reconciliation.

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Rev. John J. Wynne, editor of The Messenger, has resigned the directorship of the Apostleship of Prayer and the League of the Sacred Heart, positions which he has creditably filled for the past fifteen years. He will be succeeded by Rev. Anthony Maas, S. J., author of "The Life of Christ," and other works. Father Wynne will hereafter devote his time to the editorship of The Messenger and the Catholic Encyclopedia.

We have it on good authority that Rt. Rev. Msgr. Cornelius G. O'Keefe, of Highland Falls, N. Y., chaplain of the United States Military academy at West Point, is in line for episcopal honors and will be made bishop of the vacant see of Pinar del Rio, Cuba.

While in Rome, Archbishop Farley got the Pope to sign his name to twenty-four volumes of the Catholic Encyclopedia now being published in New York. These signed volumes will be turned out as the first edition.

Cardinal Seraphina Vannutelli is expected to visit this country next year as papal delegate to the Eucharistic congress, which is to be held in Pittsburgh in October, 1907.

In Edinburg, Scotland, four thousand children attend the Catholic schools. There are eight Catholic churches in the city, and two others are being built.

The American Writing Co. are the largest dealers in rebuilt typewriters in the world. Schools that do not care to go to the expense of buying new machines may secure just as serviceable typewriters from this company at from half to quarter the price of new ones. Write for a circular of rebuilt typewriters to the American Writing Machine Co., 343 Broadway, New York



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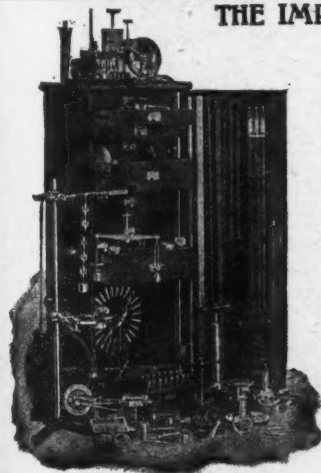
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